

FIRST PUBLISHED 1810 PRICE 60

TIMES NEWSPAPERS LIMITED. 1981. Published by Times Newspapers Limited, P.O. Box 7, 200 Orono's Lane, London WC1N 3EZ, England. Typesetting by Computer Graphics Ltd, 37-41 Compton Place, Dec 3, 1981. Printed in Great Britain by The Times Newspaper Co. Ltd., London. No. 10,000. Price 10p. (D)

Waiting for the smoke to clear

As this goes to press, the campaigning is in the final, eve-of-poll, stage and by the time it appears, the swingometer will have swung, the electorate will have spoken and a new five-year term of government will have begun. It is not, then, a time to offer a prediction about the result: by Friday the don't know (which, in this sense, means all of us) will know and floating voters will be high and dry.

No one could pretend that education has figured prominently in the campaign nationally, although in constituencies with an obvious private school vote, the Conservatives made the most of Labour's abolitionist threats, and Labour candidates, generally, emphasized their pre-school promises and their intention to provide a two-year studentship (if that is the right word) from 16-18.

If, of course, Mr Foot is at this very moment recovering from the shock of an amazing turn-up for the book, and ringing round his colleagues to sign one of them up as Secretary of State for Education, no doubt we shall be in for a lively time. The Labour manifesto's promises for education in the first emergency phase didn't go much beyond a general indication of more spending, especially on books and equipment, so the main activity on the education front would be on the legislation needed to restate the 1976 Education Act and to move forward on 16-19 and on the changes in local government finance needed to give the DES the power to impose and monitor minimum standards for the education service.

All this, however, looks pretty remote at the moment and, rather than painstakingly set out all over again the contingent liabilities of all the parties, it seems more sensible to isolate a few major issues which will continue to occupy the attention of the world of education in the likely event of a Conservative victory, and also in the much less likely circumstances which would accompany a winner from Labour or the Alliance.

The first matter is a great deal less exciting than any of the new policies promised by the vote-seeking innovators. It concerns the basic question of funding. The cuts of the past four years have gone deep and they have fallen unevenly across the country. The Tory electioneering message has stressed the improvements in the pupil-teacher ratio and other indicators of educational provision as evidence that they are well-disposed towards education. In fact, these statistical improvements are largely the result of de-

fiance by Labour authorities, and these same, mainly urban, Labour L.E.A.s are now likely to be threatened with still harsher penalties if they continue to spend over the odds.

Of prime importance to the public education service, therefore, will be the next phase of the repressive legislation by which the Department of the Environment hopes to whip the local authorities into line. Given education's position as one of the big spenders, the education service has a vital interest in two things: the size of the eventual cake and the strings, if any, which are added to the RSG package. With a strengthened Tory government, there is a real risk that pride as well as policy will encourage the Conservatives to take a central grip of expenditure which bears directly on education and, not having to meet the national electors again for another four or five years, to disregard the opposition which that would arouse at the local level. Because the aim will be first and foremost, to reduce expenditure, education is liable to be one of the big losers, of money as well as autonomy, even if (as seems likely) the Government's global spending plans continue to follow the lines already laid down up to the mid 1980s. This week's news of the Expenditure Steering Group for Education Services' exercise (page 3) looks like routine preparation for the summer review.

A new Conservative Secretary of State will be anxious to offset a reduction in spending by L.E.A.s (to some extent at least) by his own specific grants, the draft legislation for which may well be ready for the Queen's Speech in the coming session. Specific grants, therefore, will be a major talking point over the next year or two as, starting with a small development programme aimed at safe targets like mathematics teaching, the DES begins to flex its muscles.

If, at the same time, the Government is saving the cities and forcing them to cut back to the levels of per capita spending already adopted by the more stingy counties, the risk of disturbance and disorder will grow with the rising tide of urban distress. If not, on the other hand, senior ministers have a lot of words to eat.

As the saying goes, however, money isn't everything and there is a crowded agenda of other matters waiting to be attended to when the dust of the electoral battle settles.

The criteria for the 16-plus have to be settled and a decision has to be made on whether to make the formal changes which have hung fire for so long. A Curriculum Council has to be set up -

in time, perhaps (or again perhaps not) to become part of the consultative net for the review of L.E.A. curriculum arrangements promised two years ago as a follow-up to the Government's school curriculum document. A circular requiring L.E.A.s to give an account of their stewardship must be expected in the autumn or next year.

The White Paper on *Teaching Quality* outlined a series of decisions about teacher training which will have to be followed up, most notably regarding the content of courses leading to qualified teacher status which will in due course have to satisfy conditions laid down by the Secretary of State. And no doubt the DES will be prodding L.E.A.s to review their management practices, in which connexion experiments with teacher assessment (see below) take on added interest, along with the evidence from the TES/NGP opinion survey of two weeks ago.

There is also plenty of unfinished business in recent legislation on school governors and parental participation. Only part of the legislation has so far been brought into force because the L.E.A.s asked for more time. No doubt the next Secretary of State will want to see the Act fully implemented.

If the Conservatives did what on Wednesday they seemed bound to do, and romped home on Thursday, it could well be that some of the ideological nasties like vouchers which were carefully hidden away before the election will get a new lease of life. Vouchers do not look a particularly likely threat, even if there is a landslide. As for student loans, the main resistance came from the Tory heartlands which lack Sir Keith's selfless austerity and don't like the expected consequences for middle-class parents. It might not take long, on the other hand, for ministers to look for ways of extending the thinking behind the New Technical and Vocational Education Initiative more widely, with no particular distress if this began to undermine the comprehensive character of comprehensive schools and recreate at 14 some of the choices which had earlier been forced on youngsters at 11. But then, as so many studies show, the comprehensive character of many comprehensives is often little more than a fiction.

Clearly there is no lack of ngande topics held over from before the election - and that's discounting any now block-busters arising from some astounding electoral surprise, or the appointment of a new Secretary of State with some startling new policies of his or her own. Watch this space.

COMMENT

Roll out the barrel

The Euro employment ministers duly endorsed changes in the operation of the EEC Social Fund which will increase the funds available from Brussels for employment and training schemes for the under-25s (page 19). Large sums now spent by the Manpower Services Commission, £168m last year, are put up by the Community. Nobody can yet put a figure on how much of the expanded Youth Training Scheme will be met in this way, but, clearly, the Social Fund is going to become extremely important to countries like Britain, which are heavy net contributors to the EEC.

The youth guarantee adopted by education and employment ministers is a poor thing compared with the formula put forward by Mr. Richard, the EEC Commissioner. His proposed two-year promise of training and work-experience was down to six months on the simple principle that the proceeds at the pace of the members - in this case, Italy. By the same token, Mr. Richard argued against any more than the YTS's one-



Luxembourg: Euro agreement

year guarantee. Mr. Richard's team have managed to get a very modest amount of money - £10m between now and 1986 - to continue a small development programme, which will include a few British projects.

Mr. Richard is struggling hard to show that Brussels can give a lead in policies aimed at dealing with youth unemployment and vocational training. But although his team strives valiantly, the national governments seem to be more willing to allow policy to be made in Brussels on this than on any other sensitive political issue.

As for an EEC development programme, it is admirable that

Brussels should provide an additional source of funds for enterprising innovators, but the EEC projects are only a few of the interesting schemes now taking off across Europe and there is a big dissemination job to do before the full value will be realized.

On to annual assessment

This week's news that Cambridgebridge has called in management consultants to advise on teacher assessment reinforces the cautious approval given in our recent poll of teacher opinion. Two unions have also made encouraging noises.

It is an interesting commentary on the pace of consultation that the DES has been making spasmodic attempts to nudge negotiations in this direction for over six years now. Mrs Shirley Williams's Green Paper following up the Great Debate in 1977 really started it all with some tough words of exhortation about management of the teaching force. It was a strong lead for the DES to take, but then it was up to the L.E.A.s and the teacher associations to get together on procedures for assessment of performance, and few

of them were ready for it then.

There are of course two sides to the assessment coin. Backed up with well-directed in-service training it is potentially a far better way of monitoring the quality of performance than a General Teaching Council could ever be. But it requires assessors to monitor the assessors, and that means money spent on advisory staff as well as in-service.

From the teacher's point of view - and this is the attraction for the NAHT and the NAS/WTU - it could make promotion more of a due reward, less of a lottery, as well as opening the way to genuine merit awards for classroom teachers.

Whether you really need to bring in consultants with ideas from industry is another matter, since there are already examples of annual assessment nearer home in the Civil Service and local government. But if it is an idea whose time has come, it may help to bring in unthreatening outsiders to help set it up.

no comment

"It still could crumble. Anything could happen - and probably will," Sir Keith Joseph, Secretary of State for Education, in Luxembourg last week.

Second opinion Oxford plan: beware hidden snags

The Dover Committee proposals have yet to be considered by the colleges, and they have not yet been sent to schools, but some of the recommendations as published in the press should certainly receive support.

It is sensible to make decisions about all entrants to Oxford at the same time - December. Those being given conditional offers, often at the entrance examination and post-A level offers will be judged together. It is to be applauded that the dons and schoolmasters will prepare the examination together; much to be learned from each other in this process. Applications may be made to the university, and not the college, and this will help new schools with no traditional connexion, although it is hoped that maintained and independent schools will want their pupils, at least, to be they are people wanted for their values they represent and not as computer fodder. The demise of the award system should not concern its educational value, I believe, suspect but the examination a which the awards are based on.

The proposed abolition of the seventh term examination is a move to create a fairer system of entry but the longer term educational consequences within the schools deserve thought.

Some independent schools will remove their seventh term teaching and apply all that expertise to the so-called fourth term (Dover refers to an entry examination prior to pupils having gained two A levels not necessarily fourth term after level). If this were done, the brightest independent pupils would compete "unfairly" in the eyes of some of their colleagues in the maintained sector.

Other schools may revert to an express route to O level for bright pupils and then three years to A level with pupils taking Oxford entry in the seventh term after O levels, but prior to A levels. Many undergraduates will arrive quite young at university.

The changes are almost certain to increase premature specialization. It is a paradox that at a time when the vice chancellors applaud broadening of the sixth, and support the introduction of Intermediate levels, the abolition of papers and now propose an entry system which will surely restrict general study time. It seems doubtful, when the schools have reorganized themselves, that abolition of the seventh term will be any fairer, although it may be educationally harmful.

I have referred before to the cybernetic principle of Boss Abdy's law of requisite variety, but because there is such a variety of schools and such a variety of pupils competing for Oxford, I would plead for variety in admissions procedure. Variety absorbs variety; you cannot absorb variety by suppression of some of the variables. By all means examine at the same time; by all means apply through the university; create examinations with dons and schoolmasters acting together; remove the accolade of entrant, but do retain variety of routes so that schools can do their best to avoid interruption of A level courses, and help them to continue to resist the pressures of premature specialization.

Ian Beer
Mr Beer is headmaster of Harrow School and a former chairman of the Head Masters' Conference.

Further cuts could follow large Tory majority

by Biddy Passmore

Fears that further cuts are about to be inflicted on the education service have been fuelled by the news that plans are to be drawn up showing the implications of two and five per cent reductions in next year's White Paper plans for local government.

Local authority spokesmen were nervous (this week that the cuts could be implemented by the newly re-elected Conservative government, especially if it had a large majority. In fact, this sort of hypothetical exercise has been conducted every year for the last few years and has tended to result in some relaxation of spending targets to accommodate local authority overspending. Last year, for instance, predictions of the staff cuts required to get back to the Government's spending plans were so appalling (25,000 compulsory redundancies of teachers alone by September 1983) that the target was raised by £90m for all services.

That extra money appears to have brought local government much nearer the White Paper targets in the current year. The TES survey, for example, showed that education authorities were budgeting to overspend by only about one per cent. Since they usually overestimate,

they could in fact be on target. Some local authority spokesmen have even described present prospects, with inflation and interest rates coming down, as "not too bad."

But the picture obviously became much less rosy if the new government were not content to keep to the White Paper plans and actually sought further cuts next year.

This year's request to set out the implications for local services of February's spending White Paper - and of "illustrative options" of two and five per cent cuts - was agreed at a meeting of the Consultative Council on Local Government Finance in March. Papers by the council's education steering group (ESG(E)), which consists of central and local government officials, would normally have been ready by the end of June.

But it had barely begun work on assembling statistics when the General Election was called. All work has since been suspended - even within the Department of Education - but should resume quickly now in time to report back to the council at the end of the July.

New dark age is coming, head warns

The education service is facing a new dark age, a teachers' union leader claims in a new book.

Dr Walter Roy, chairman of the National Union of Teachers' education committee and headmaster of the Hewett School in Norwich, says in his book - *Teaching Under Attack*, that "school closures, both in cities and villages, are the order of the day, with no regard for the quality of life in the areas affected or the wishes of the parents."

Figures from the Department of Education and Science show that twice as many schools were closed in 1981 as in the previous year.

"Successive expenditure cuts have produced a depressing state of affairs in thousands of schools: tattered textbooks shared by more and more classes of children; shortages of essential equipment affecting the quality of teaching to all types of schools; worn out furniture, with no hope of replacement; shabby buildings in need of repair and redecoration."

Teaching Under Attack by Dr Walter Roy is published by Croom Helm Ltd, of Beckenham, Kent, price £14.95.



Walter Roy: gloomy

tion, but still holding thousands of oversized classes," he adds.

Dr Roy adds that newly-qualified teachers are emerging "deflated and demoralised" from unsuccessful job interviews and says that "the cherished view of an earlier teaching generation, to create a graduate teaching force, with appropriate qualifications to meet the challenges of the twentieth century, is gone."

Teachers are being forced to revert to "weapons repugnant to them", i.e. strike action, to avoid being sacked.

The competition was sponsored by Lloyd's Bank, with top prizes of £300 in each of the two age categories.

Clamp-down after peace camp inquiry

Continued from page 1

will in any event report all such contacts immediately to the security police enforcement desk."

Growing American fears about friction with what the military establishment calls "host nations" is also reflected in repeated recent refusals to allow teachers serving in the United Kingdom to picket and protest about a stalemate in union contract negotiations.

In April this year the Overseas Federation of Teachers asked the Upper Heyford and Greenham Common base commanders for permission to hold a peaceful demonstration within the bases. This was refused. A request to demonstrate outside the Greenham Common base was also refused. Colonel

Daryle D. Cook wrote, "the area near the Base Exchange is within sight on the Main Gate, where there are numerous protesters already encamped, (and) any demonstrations in this area would create confusion in the minds of base personnel and possible fear that the protesters outside had gained entry."

A plan to picket outside the US Embassy in London was also called off following a message sent to all teachers working in the United Kingdom from the Defence Department's headquarters in Washington warning them to think of the consequences of "embarking on any course of action which might bring discredit upon the United States" in the light of "sensitive international negotiations".

Mr Robert McGuinn, incoming

president of the GFT, said he considered this message "veiled intimidation". The authorities "are trying to link everything to the peace protests in order to put a damper on our freedom to protest," he said.

OFT is negotiating a service contract for the teachers serving in Mediterranean Region schools, but teacher demonstrations in Italy have also been blocked by the military authorities.

The negotiating rights of teachers serving in military schools overseas have also been curtailed by a Presidential order, signed last autumn, which frees the Defence Department in Washington from an obligation to bargain on union proposals, and allows the Department to decide which issues are negotiable and which are not.

Depressing prospects for education in the late 1980s emerge from a paper prepared by officials for last autumn's Cabinet discussion on long-term public spending prospects.

It shows that, if current spending levels were maintained until 1990, there would be a significant reduction to access to both nursery and higher education. And the country may not be able to afford to keep spending at even those levels.

The paper is one of several confidential papers - another is a memorandum by Sir Geoffrey Howe - which were released to the press by the Labour Party last weekend.

It shows that, if spending continued at 1982-83 levels until 1990, the proportion of three and four year-olds in nursery education would fall from 40 per cent to just over 30 per cent. The proportion of 19 to 22-year-olds in higher education would fall from nearly 13 per cent to just over 11 per cent by 1990-91.

Although a new Public Expenditure White Paper has been published since these projections were made, the basic pattern of education spending has not changed. But participation

in higher education has risen - to 13.5 per cent - and a recent DES paper showed that demand was expected to stay up at 14 per cent or more until the end of the decade.

That has pushed up the education budget and would become an acute problem in a stagnant economy.

The officials' paper offers two "scenarios" for the economy up to 1990, the optimistic version assuming growth of 2½ per cent a year and the pessimistic only ½ per cent up to the middle of the decade and ½ per cent thereafter.

On the second scenario, continuing present spending plans implies tax rates that would, according to Sir Geoffrey Howe, be "plainly quite unacceptable" (basic rate of income tax of at least 45p for instance).

However, the officials' paper makes it clear that there is very little scope for further reductions in most of education spending. It lists the "constitutional difficulties" in security changes in local authority spending (75 per cent of the total), the contractual position of staff, national and local resistance to school clo-

tures and staff cuts, and the high proportion of the programme (65 per cent) which goes towards staff salaries.

That is why the "Think Tank" in its notorious report plumped for massive changes in higher education spending as its main target for educational savings. It suggested large cuts in the sums paid to institutions directly from public funds and that institutions should be able to charge full cost fees.

Savings of the order of £1,000m could be made, the Think Tank said, after allowing for a scholarship scheme for 300,000 of the students - three in five - and a large-scale loan scheme for the rest.

Those proposals - along with the privatization of the health service and social security benefits - were put into cold storage last autumn after the embarrassing leak of the Think Tank report. But, if pressure to expand higher education continues, especially if the economy grows at less than one per cent a year, they could well be brought out again.

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scope with candidates from Official Monster Raving Loony Party, the Tupperware Party, the Savc the Unicorn Party and the Communists and National Front seaking support.

Seccessionist parties were also to be found out in the shires, notably at Buckler's Mead school in Yeovil and Joseph Rowntree comprehensive in York.

Meanwhile, advocates of political education in schools could take some comfort from a poll of 1,500 children aged 9 to 12 conducted by BBC Radio Four's *In the News* programme.

Nearly one in five could correctly name their MP in the last Parliament.

But Miss Sue Lynas, the education publicity officer, admitted that it had been a "uphill struggle" persuading youngsters to take an interest in the election. Like their parents they were getting "very bored" with the campaign, she said.

Mr Roy Hodge, political education adviser for Sheffield, said the mock elections smacked of "tokenism".

Election time "picked the consciences" of schools that normally consigned the subject to civics - an unadventurous diet centering on the workings of government.

In Sheffield, political education, in the early stages, at least, meant focusing on local issues such as transport policy and fares subsidies, and mock elections were less fashionable.

Although the sample was not scientifically selected, he thought the results, in terms of seats and the popular vote, would give a fairly good indication of the political climate at school level.

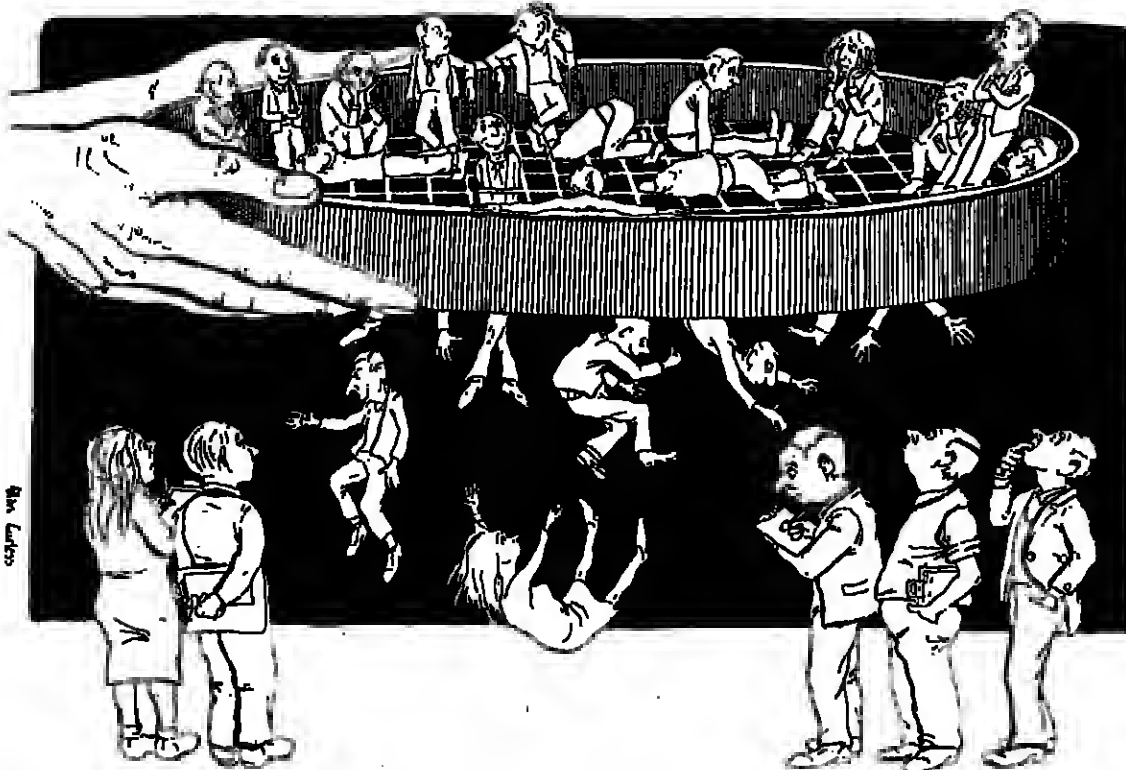
Not surprisingly, the Conservatives, Labour and the Alliance were not the only parties taking part. Youngsters bent on shattering the mould were being given plenty of

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IT PAYS TO TAKE TIME OFF

PLATFORM

All that a talent scout should know



The recent Government White Paper, *Teaching Quality*, recommends that one of the criteria to be established for the approval of initial teacher training courses will relate to the selection of students: "All institutions should now review their procedures for assessing the intellectual and personal qualities of candidates, and their professional potential. Participation of suitable practising teachers in the selection process is desirable."

The HMI discussion paper, *Teaching in Schools: The Content of Initial Training*, published earlier this year, and which was the forerunner of the White Paper, similarly emphasized that "the involvement of good experienced teachers in the selection process is of particular importance". No reasons are given in either of the two documents. Justification is assumed to be self-evident.

It is possible to read this suggestion as being made with qualified conviction. It is "desirable" and "important". The National Union of Teachers' response to *The New Teacher in School* in February this year, agreed that "teachers should be involved in selection where possible". The permissive nature of this language suggests that some would see this involvement as an admissible and worthwhile activity, provided it happens with a minimum of inconvenience. The arrangement would have value as a public relations exercise, demonstrating that there is a working partnership between schools and training institutions, a kind of tokenism.

Needless to say, the suggestion will be received more cynically by some. Many teachers, for their part, will see this as yet another of those time-consuming and distracting tasks which takes the practitioner away from his own pupils and classroom, which should be his first priority. On the other hand, some teacher trainers will wonder whether the suggestion stems from a naive belief that there are experienced teachers out there who, given the opportunity, will be able to recognize intuitively in an interview that Miss Smith is unsuitable for teaching in spite of the evidence of qualifications, and the opinions expressed in references and by college interviewers that she is.

However, cynicism aside, in the context of the White Paper with its threat to "withdraw approval from those courses which do not conform to the criteria", it must be assumed that the suggested new procedure is to be taken seriously, and that the involvement of teachers to selecting students is to be a mechanism for quality control. The implications of this policy therefore cannot be disregarded.

Since the White Paper is concerned that "institutions should improve the selection of students for training", an implied stricture that candidates are not carefully vetted at present, it will be helpful to be clear about the present procedures for recruiting students. How are applications generally processed?

Traditionally, receiving institutions have understood the consideration of applications and applicants to be an important function. BED candidates must be academically qualified with their minimum two A levels and their statutory maths and English O levels. The majority of applicants come directly from full-time education at school or college, and references are invariably followed up.

It is not as widely acknowledged as it should be that the detailed profiles which schools produce on their pupils seeking entrance to education are generally most impressive documents. Considerable time and effort is spent in producing

reports which indicate individual strengths and weaknesses, and in the case of candidates for teacher training, include assessments of "suitability for teaching".

A candidate is then called for interview. The old colleges of education more than perhaps any other HE institution, always interviewed their applicants, and this practice has been kept up in the new institutions. It is now common for a group of candidates to be called together.

A typical procedure would be: an introductory talk on the college and the course, followed by group meetings on the chosen subject and the professional programme; practical tests where appropriate (as in music and PE); two interviews, one to explore the suitability of the chosen courses, and one to assess the candidate's suitability for teaching. In the latter session, the interviewers would be looking, for example, for rapport, commitment, relevant experience, the reasons for the choice of age-range, an understanding of what teaching entails and the appeal of the profession as a career, and for positive attitudes.

Finally, the references, the interview reports and academic abilities are aggregated before a decision is reached on whether a place should be offered.

The question is, to what extent is it possible to refine the criteria of selection, and will the involvement of teachers in schools improve the procedures and thus effect an improvement in teacher quality?

One factor which must inform this debate is the supply of candidates. The abundant stream of school leavers into teaching a decade ago, attracted no doubt by the assured promise of employment and security of tenure, has contracted to a trickle. In 1980, for example, when the BED degree seemed to be in danger of disappearing out of sight, few colleges reached their targets. The White Paper admits that "since 1977, too few candidates came for

Norman Morris on the implications of the Government's plan to involve teachers in the selection of students

ward to fill the BED training places".

If there are too few applicants to fill the places, pleas for a "more rigorous selection" at the point of entry have a hollow ring, for there is, after all, a certain amount of pressure on an institution to fill its places if it possibly can. Although the indications are that there is an ample supply of good candidates this year, the position in two or three years when the number of 18-year-olds falls away sharply is, to say the least, problematic.

While candidates are always closely scrutinized, for it is in every one's interest that a recruit should have the prospect of completing the course successfully, the point is that the degree of rigour possible depends to some extent on the proportion of applicants who can be offered places.

Assuming that there is a good flow of candidates of variable quality, if serving teachers are to be involved in the selection process, then their role should be clearly defined. After all, the organization of arrangements for them to be always be easy, and resentment from the teachers themselves and their inconvenient colleagues will result. If they only have walk-in parts. The very least function would seem to be that they accept some degree of responsibility for admitting a candidate, endorsing offers of

places to acceptable candidates. If teachers are to be a party to the decisions to offer places to some students, then in fairness to students, they should be party to all decisions. Otherwise, there will be two selection processes, one involving teachers and one not. The new quality control should apply to all admissions.

Here one hopes that it is appreciated that receiving institutions have many interview sessions each year, including a number at the end of August after the announcement of A level results. A systematic involvement of teachers implies many practical problems, and a great deal of time spent in organizing and interviewing. Additional resources would be needed to cover the absence from schools of teachers involved.

However, take it for the moment that teachers can be systematically involved in selecting students, and they approve offers made to acceptable applicants. Interviewing is a great skill, and although every one believes in its value, it has limitations as a selection instrument. Its strengths and weaknesses need to be realized, and the ways of maximizing its use studied. Experience here is important, and this factor implies that teachers should not be used in one-offs, but in a planned programme which enables them to build up expertise.

It would be generally agreed that the experienced teachers to be involved in the selection of students will themselves have to be chosen carefully. Some teachers certainly have a valuable contribution to make, but there could be a danger that a teacher may feel he must justify his involvement by expecting - or being expected - to make judgments on the basis of an interview which may be unwarranted.

There is a need to establish a team of teachers who will be prepared to give many hours to the task, and who build up interviewing skills so that consistent judgments over many months can be made.

Those responsible for selection criteria, and indeed, the White Paper emphasizes the importance of considering "personal qualities" which indicate "professional potential".

Unfortunately, these "personal qualities", in so far as these are to be assessed in practice, are, as I said, and it must be proclaimed loudly, there are no precise instruments for measuring the "professional potential" of candidates at the point of entry to training, and there is therefore absolutely no basis for the belief that a more rigorous selection process, or the involvement of teachers in schools in the process, will lead to improved teacher quality.

Effective teacher behaviour can only be related to particular children, ages, situations and subjects. As every experienced teacher knows, successful tactics and methodology in one situation will not be appropriate in another, just as different leadership styles, from autocratic to participatory, will be needed in different situations. One of the attractions of the teaching profession is its rich variety, for individuals with widely differing abilities and personalities have a distinct and valuable contribution to make.

All this leads to the conclusion that there is a great danger in too prescriptive a selection of students for teacher training, particularly at the age of under-18s. Sixth-formers attend for inside. After all, there are many dangers to considering teaching as a career. It is not the easy ride for individual of modest ability to secure post which it once was. One has to be better qualified than before, embark on a highly-demanding four-year course, with no more than fair chances of a teaching post at the end of it. So there is rigorous self-selection mechanism at work. If candidates are well-qualified, and recommended by teachers, what grounds are there for establishing a more elaborate machinery for selecting them?

It is likely that the "best teachers" will be recognized. A no emphasis upon rigour at selection might then lead to emphasis upon qualities which are more obviously visible. There would be the danger that the quiet, efficient, organized but unspectacular teacher would lose out to the extrovert who is immediately popular, but whose heavy exterior may cover gaps in organization and efficiency.

Every college lecturer can cite instances of many students who arrive in college with some timidity, who will not volunteer a contribution to any discussion in the early days unless tactfully invited. Freshers who lack confidence and find difficulty in communicating with peers and tutors are not uncommon. Yet, give them a class of children in school, and often this shy timidity is transformed into a dynamic organizer, radiating warmth and commonsense.

It is the work of the trainers to build the confidence, build on the potential and effect the transformation. The aim of higher education is of all education, is to allow people to develop and change. "At present" laments the White Paper "some 20 per cent of those who enter training courses fail to complete their satisfactory selection of a more rigorous selection policy to try to reduce this. For education is all about changing people, then 100 per cent changing is selection is neither possible nor desirable."

Colleges are happy to welcome the involvement of their colleagues in schools in selecting candidates. However, if the Government is serious about improving teacher quality, and bearing in mind that the debate is about where best to put effort and resources, is there not a stronger case for a more rigorous qualification for teaching both after training and after a probationary period, to say nothing of greater incentives or requirements for service training?

But in the words of Jamie's headmaster, Mr Stuart McDonald, his prize turned out to be a "magic carpet" which transported Jamie, his class mates at Colne High School and four of their teachers, to France.

Jamie, who had just started to learn French, asked his teacher, Mr Ann Hamilton, to translate the label and then he wrote off to claim his prize. When the firm's managing director received his letter, however, he decided to invite the whole class for a week's holiday instead.

The carpet company organized

Primary-age children will have to walk to school through potentially dangerous and violent streets because of the proposed closure of a school in a Protestant enclave of the mainly Catholic west Belfast, it was claimed this week.

The closure of Finlston primary school would mean that children would have "to walk through hostile territory no matter which way they go", Mr Billy Gault, an independent Democratic Unionist Belfast councillor, alleged. The school was surrounded by militant Catholic areas and was protected by corrugated iron and wire. Children would have to walk a quarter of a mile to another school through an area where police Land Rovers were regularly stoned, he said.

The decision by the Belfast Education and Library Board to close two primary schools and to merge two others has firstly brought to a head the long and bitter conflict over school closures in Northern Ireland.

Pupil numbers are plummeting in the province, which has many of the smallest schools in the UK. However, both Protestant and Catholic communities are determined to hang on to their own local schools, while isolated rural communities are equally committed to retaining theirs.

As a result of this entrenched and multifaceted opposition, virtually no progress has been made on the rationalization of school provision, in spite of two years' of Government pressure.

Belfast's recent decision to take the lead by the horns and to press for school closures by this September rescinded an earlier decision by the board to give all schools a two-year stay of execution and was taken at an angry meeting last week where several members walked out and one later said he would resign.

The school to be closed are Bally-

Children in danger, say closure opponents

Hilary Wilce on Ulster's bitter conflict over 'rationalization', brought to a head by the decision to shut schools in west Belfast



Playtime at one of the Shankhill Road schools.

The Save our Schools action group, which is resisting closures, called for a one-hour stoppage by workers in protest at the decision.

It is the first time since the Government issued guidelines on rationalizing school provision in 1981 that either a local education authority or a Catholic schools authority in the province has taken on entrenched community opposition and decided to close specific schools, apart from two isolated exceptions involving voluntary grammar schools.

Pupil numbers in Northern Ireland have dropped from a 1976 peak of 369,000 to below 349,000 in 1982 and are expected to decline to 329,000 by 1989.

The problem is most acute in Belfast which is not only experiencing a drop in pupil numbers but which has also lost population to the surrounding areas since the outbreak of trouble in 1969. In January 1981 32 per cent of the city's primary and secondary places were unused, and it is estimated that this proportion could rise to 37 per cent of primary places and 42 per cent of secondary places by 1985.

The schools to be closed are Bally-

macaw and Finlston primary. Those to be merged are the Riddell Memorial and Hensworth primary, both in the Shankhill Road.

Mr John Cuschanhan, chairman of the Northern Ireland Assembly's education committee, criticized the speed at which the decision was taken. He said it was "incomprehensible".

"It really does make one wonder if concern for the education of children is paramount in these debates," he said.

Outside Belfast there have been no moves to do anything other than examine the general principles of rationalization in the wake of the Department of Education for Northern Ireland's 1981 planning framework.

This suggested that rationalization should be considered when an urban primary school had fewer than 200 pupils, and when a rural primary school had fewer than about 100 pupils and four teachers.

Secondary schools taking 11 to 16-year-olds should have 600 pupils in order to offer a full curriculum, the department said, although in rural areas enrolments might fall to about

280 to 300. Eleven-to-eighteen schools needed a viable sixth form of about 100. This needed an enrolment of about 500 pupils in a grammar school and more than 1,000 pupils in an all-ability school.

Yet in Northern Ireland there are numerous small schools in both the mainly Protestant-controlled and the mainly Catholic-maintained sections. In 1982 10 per cent of primary schools had fewer than 100 pupils, while 26 grammar schools had fewer than 500 and 168 other secondary schools had fewer than 1,000.

In November last year the department wrote to the provincial and the Catholic schools authorities urging them to move ahead on school closures, and naming schools which it thought should be reviewed as a priority.

This pressure, along with the naming of what were widely seen as "doomed" schools, caused an outcry.

The newly-convened education committee of the Northern Ireland Assembly decided it should investigate the rationalization proposals, and came out in March with a highly critical report alleging that the depart-

ment was more interested in saving money than in the needs of the province's children.

Many of the report's 28 recommendations were swept aside by Mr Nicholas Scott, the Parliamentary Under-secretary of State with responsibility for education, when he replied to the committee last month. However, he conceded that the Government would support the keeping open of small primary schools in border areas, and that there should be an inquiry into the provision of secondary schooling in Belfast.

Government policy remains to be more school closures. It is also now planning to vet post-16 school courses from 1984, in an effort to rationalize provision at this level into further education colleges.

This announcement has aroused fresh fears about the future of small secondary schools, but the school authorities remain reluctant to move into the hotbed of school closures, and they have the backing of teacher unions and political parties in the province, all of whom are united in their opposition to the closure of small schools on economic grounds.

The Democratic Unionists' Alliance has called the Government's proposals "dangerous and unnecessary", and the Social Democratic Labour Party has emphasized that the social and community values of small schools must be taken into account.

Meanwhile, the problems will not go away. Mr Gerry Moag, chief officer of the Belfast Education and Library Board, told *The TES* that the closures and mergers approved for the city so far were "only scratching the surface".

"I don't know how far we're going to scratch, or how deep, but on paper we need to close roughly 20 to 25 schools to deal with the situation we have now."

NEWS

Hurdle for Oxford reform

The delicate task of selling the latest proposals for reforming entrance procedures to Oxford University to the 28 individual colleges began in earnest this week.

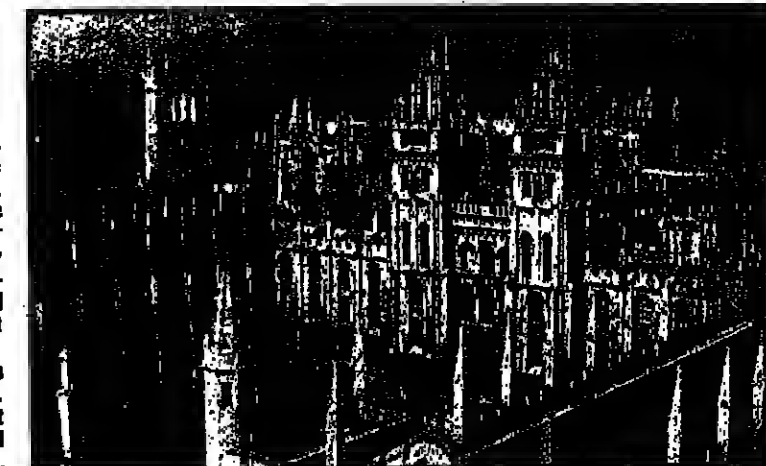
The proposals, involving the end of the post-A level special entrance examination and the standardization of all A level entry schemes, were announced last week by the Dover Committee. If implemented, they are expected to increase the proportion of former pupils of maintained schools at Oxford, currently about half.

First reactions from admissions tutors were generally favourable. "Of course we will need to look at this closely but I cannot see any real drawbacks in the proposals yet," one tutor said.

The first real indications of the colleges' feelings will emerge at a meeting of the college representatives' committee at the end of the month, when a straw poll will be taken. A question and answer meeting was being held this week.

However, opposition is expected from independent schools, which have been said to face a loss of up to 24m a year in fees if the post-A level examination is abolished by Oxford and Cambridge.

That figure was described as



Oxford colleges: looking at Dover proposals

grossly inflated by Mr Roger Ellis, Master of Marlborough College and chairman of the Headmasters' Conference, which represents 217 leading independent schools. Any loss could be absorbed, he said. (The Independent Schools Information Service estimated this week the loss would be "at most £2m".)

But he added that he did not think the seventh term examination would disappear, although the numbers taking it would fall. It gave an opportunity to some "scholars"

who might not have good A level grades but who had personal and academic qualities that would enable them to do very well at university.

Mrs Pauline Mathias, headmistress of More House Girls' School in London and president of the Girls' Schools' Association, said she would be very sorry to see post-A level entry to Oxford go. But ending the seventh term examination was not a problem for girls' schools, since very few could afford to staff a seventh term's tuition adequately anyway.

Jamie's balloon turns into magic carpet

by Diane Spencer

Last November, 11-year-old Jamie Bennington found the remains of a yellow balloon near his home in Brightlingsea, Essex. A label attached to it declared that its finder would be entitled to claim a roll of carpet from a firm called Sedpro in Sarcelles, north of Paris.

But in the words of Jamie's headmaster, Mr Stuart McDonald, his prize turned out to be a "magic carpet" which transported Jamie, his class mates at Colne High School and four of their teachers, to France.

Jamie, who had just started to learn French, asked his teacher, Mr Ann Hamilton, to translate the label and then he wrote off to claim his prize. When the firm's managing director received his letter, however, he decided to invite the whole class for a week's holiday instead.

The carpet company organized

accommodation for the class with families from the local junior school and also arranged an outing to the Paris air show, and a boat trip on the Seine.

"They could not have been nicer to the children; everyone was thrilled to bits," said Mr McDonald, who hopes the visit will be followed by informal exchanges between the families. "It was a real fairy story."

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NEWS

Independents are losing pupils to sixth form colleges. Nick Wood reports

Private sector feels the strain of falling rolls

Falling rolls and rising fees are hitting independent schools.

In addition one pupil in ten is leaving the top private schools at sixth-form level to go to state sixth-form or tertiary colleges.

The number of children at private schools dropped by about 3,000 this year, or 0.8 per cent, according to a survey carried out among the 1,352 schools in the national Independent Schools Information Service.

This is slightly less than last year's drop of about 4,000 pupils, or 1 per cent.

Fees rose 10 per cent in the year up to January 1983 - twice the rise in prices.

Mr Tim Devlin, director of ISIS, which represents over half the private schools in Britain, said the independent sector must keep its fee increases in line with inflation if it is to face the future with confidence.

On the face of it, independent schools are faring better than the state sector, where numbers are expected to have dropped by 250,000 or 5.2 per cent in the year to last January.

But when allowance is made for the fact that the decline in the birth rate has been least in the upper social classes - leading to an estimated fall of just 0.4 per cent in the number of school age children in 1982/83 - the private sector is seen to be just failing to keep pace with falling rolls.

Among the 1,254 member schools that completed the survey in 1982 and 1983, numbers fell from 397,787 pupils in January 1982 to 394,720 12 months later. Of these 13,211 are from overseas.

This week ISIS said that the figures showed that private schools "are gaining an increasing share of a declining school population".

Mr Roger Ellis, master of Marlborough College and chairman of the Head Masters' Conference, was more muted. "Our numbers are falling in line with the birth rate among our parents", he said.

For the first time, the fall in the number of day pupils (nearly 2,200) outstripped that among boarders (more than 900).

The drop in boarders is largely caused by a decline of about 5 per cent in the number of children - of

British and foreign parents - attending private schools.

Average yearly fees in schools taking boarders and day pupils were £3,080 for boarders and £1,930 for day pupils, though the figures conceal wide fluctuations from school to school. Schools that take day pupils only charged an average of £1,275 a year.

The survey also shows that around 1,500 girls left their single-sex schools for the sixth-form of a boys' independent school. Over 2,000 went to a maintained school.

Mrs Pauline Mathias, president of the Girls' Schools Association, said her members were not "terribly hap-



Not all sixth-formers are like Sebastian and Charles in Brideshead Revisited

py" about this trend, which, she believed, was now tailing off.

"It was a great novelty three years ago but it is now declining as the glamour wears off and the girls come to realize that sixth-form boys are not all reincarnations of the young men in Brideshead," she said.

Mrs Mathias also pointed out that girls were no more likely to go on to read engineering, science or medicine at university if they were taught in a predominantly boys' school.

For the first time, some light is thrown on what is said to be the growing tendency for children at independent schools to transfer to the state sector at the age of 16.

The figures need to be treated with some caution but they suggest that around one in ten leaves from HMC schools to go to a maintained school, sixth-form college or college of further education to take a further course of study.

Roughly half as many of the same age enter private schools from the state sector. Mr Ellis said this was in line with his impression that there was now more switching between the two sectors of education. He found this encouraging and wanted to see it grow.

The number of pupils getting help with their fees rose by 6,600 to 69,607. Increases of 5,000 through the assisted places scheme and 4,000 through more help from school scholarships and bursaries were partly offset by a drop of 3,000 pupils getting assistance from local education authorities.

The amount independent schools spend on new buildings dropped by £1.7m to £45.1m a year - a reversal of past trends. But nearly £5m was spent on improvements to existing buildings and equipment, bringing the yearly total up to £28.6m. Together, the amount per pupil increased from £27 a year to £186 - a rise of 5 per cent.

Teacher: pupil ratios improved to average 1:17 at boys' senior schools; 1:15 at girls' senior schools and 1:12 at preparatory schools, which also recorded a slight increase in numbers.

Annual Census 1983. Available from ISIS, 56 Buckingham Gate, London SW1E 6AG. Price £1 including postage.

EOC fears cuts in women's training

by Hilary Wilce

Changes in European Community budgeting have raised fears that money set aside for women's training could disappear.

Mr Bob Niven, of the Department of Employment, told an equal opportunities conference in London that the shake-up in the European Social Fund (page 19) made it uncertain whether part of the fund would still be set aside for women-only projects.

At present, one sector of the £1,000m fund goes to helping women overcome their particular problems in the labour market, but the structure of the revamped fund had been left open, he said.

Mrs Jana Finlay, deputy chairman of the Equal Opportunities Commission, said it was very worrying that there was now no specific section for women. The European advisory committee on women had made a protest about this, and the commission had written to the Government.

The disquiet surfaced at a one-day EOC conference on positive action in the public sector held at the Lord's conference centre - ironically the home of the MCC, which does not allow women to be members.

The successful setting up of a training project with Social Fund backing was outlined by Ms Annie Faulder, manager of a Leeds centre which offers women foundation training in computers and electronics.

Many women were excluded from mainstream mixed training courses such as those set up under the Training Opportunity Scheme because the courses assumed that entrants should be familiar with technical skills and concepts which were often alien to women, she said.

They were also full-time, intensive, and often expected trainees to do homework which did not fit in with women's family commitments. They offered no childcare provision, and there was often prejudice against women from male tutors.

In contrast, the Leeds project, set up by the county council, offered comprehensive childcare and continuous counselling for the trainees. Sixty women were taking a full-time,

one-year course, and 84 were taking short, six-week courses, Ms Faulder said.

"I am confident the women will leave with salable skills, but whether the labour market will accept them is another matter," Ms Faulder said. "At the moment we are still earning our credibility, but I feel optimistic about the possibilities."

Ms Rosalind Dean, research officer with the Local Government Operational Research Unit, said that women in local government were a neglected resource which needed to be developed. Ways were needed to overcome the break between career and family, and strategies were needed to get women out of dead-end jobs.

"In the departments where there are a lot of female staff there tend to be fewer top jobs," Ms Dean said. Social services had relatively few senior positions, but in planning departments, which had many more men, there were many more such jobs.

A short-term strategy that could be adopted by employers was to identify individuals and to offer them a personal training programme. She knew of a clerk who had become an office manager under such a system, and of a dinner lady who had moved on to become the supervisor in a meat factory.

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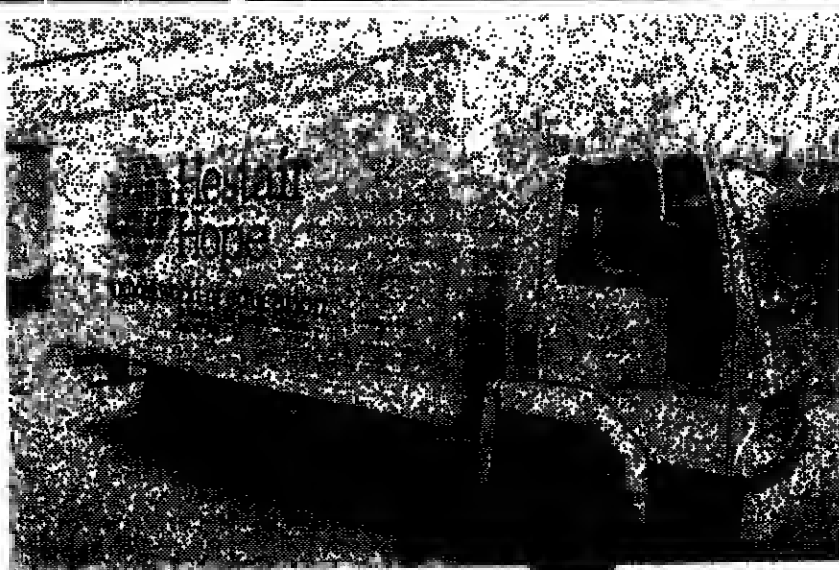
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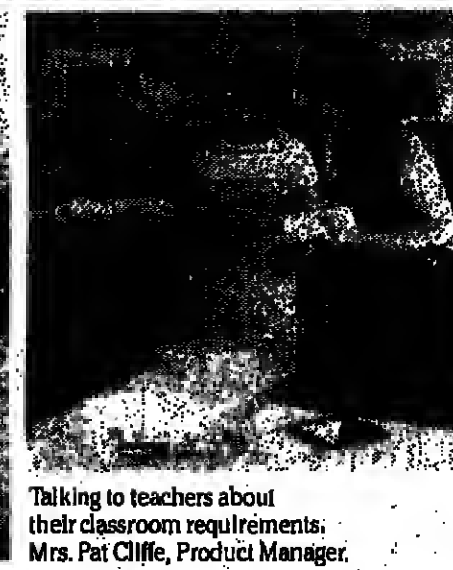
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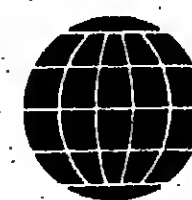
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Establish multicultural 'firmly within training'

by Patricia Santinelli

Urgent Government action to ensure that multicultural education covers all aspects of teacher training is recommended in a report to be published this summer.

The report *Multicultural Britain - the preparation of Teachers* which was produced by Dr Richard Willey for the Commission for Racial Equality's teacher education group, is critical of the Department of Education and Science's contribution to multicultural education.

Dr Willey says the limited response in teacher education is partly due to insufficient moral pressure from the department, despite some significant initiatives.

He suggests that teacher educators have a key role in equipping teachers both to educate all children for life in a culturally diverse society and to assess accurately, and meet adequately, the particular educational needs of pupils from ethnic minorities.

Policy objectives and practical guidance should come from the DES, and in their turn, institutions should develop specific strategies at initial and in-service training level to achieve these objectives, Dr Willey says.

"This involves building opposition to racism into the formal and public

syllabuses of education institutions at all levels. Devoting strategies to counter direct and indirect discrimination in the education system should also be an explicit element in all teacher education programmes."

Dr Willey recommends that urgent attention should be given to ensuring that PGCE courses, in particular, are planned in the context of a multicultural objective for education.

He emphasizes that in the PGCE the least progress seems to have been made towards preparing teachers for a multicultural society, although such students are likely to have had less opportunity to be prepared in this field than BEd students.

"Yet there is now to be a further major shift in balance in favour of PGCE courses at the expense of the BEd and these teachers are likely to play a particularly influential role within schools."

He also wants the DES, together with institutions, to give positive consideration to ways of encouraging the recruitment and promotion of teachers for ethnic groups.

Dr Willey believes there should be a national in-service training programme on the implications of working in a multicultural society for teacher trainees. *THE S.*

Teaching for elderly urged as economic sense

It may be cheaper to provide education for the elderly than to allow them to slip into mental and physical decline, says a booklet on education for the old.

Writing in *Third Age Education: Community Response*, Dianne Norton challenges the argument that the country could not afford extensive educational services for the old.

She says: "We cannot, in human or financial terms, afford to neglect the intellectual, emotional and social well-being of 16 million people."

Keeping people out of the extremely expensive "fourth age" - that is complete dependence on others - needs Education for the old was also much more cost-effective than traditional education because the kinds of pro-

gramme most suitable for old people took up a substantial part of their own resources and could take place in their own homes.

Courses for the old met a wide and complicated range of needs - from giving them information about how to cope through to providing an important mental and physical stimulus.

"We cannot isolate the actual subject of a course, be it weaving, local history or French, from the concomitant exercise of faculties, skills and attitudes," says Ms Norton.

Third Age Education: Community Response from Community Education Development Centre, Stoke School, Bryton Road, Coventry CV2 4LR 95p.

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IN BRIEF

School may move

The 289-year-old Royal Hospital School, a 700-strong boys' school for the children of navy personnel, may move from Holbrook, Suffolk, to Whale Island near Portsmouth, which is the home of many of the children's parents. The management committee of the Greenwich Hospital, which runs the school, has been advised to make the move by management consultants.

Well spoken

Bedford School won the international public speaking contest arranged by the English Speaking Union and held in London last week. Schools from Belgium, Canada, Australia, and United States took part.

Challengers

For the first time, the UK finals of the School Challenge, competition of the schools' version of University Challenge, have been won by a state school. A team from King Henry VIII School, Abergavenny, came top out of more than four hundred schools.

WI campaign

The new-look National Federation of Women's Institutes, which was launched last week, has a range of educational issues among its campaign objectives. These include an entitlement for all adults to extend their education throughout life and a reform of the 1944 Education Act, and higher priority to be given to adult education.

Unions at rally

All TUC-affiliated teachers' unions - the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers, the Association of University Teachers and the National Association of Teachers in Further and Higher Education - were represented at the People's March for Jobs rally in Hyde Park last weekend.

NAS/UWT reaffirms view that caning decision should be left to schools

Parents' complaints piling up

by Richard Garner

The European Commission of Human Rights is now faced with the prospect of considering at least 32 cases brought by British applicants of corporal punishment.

Earlier this week it was announced that a mother of three is pursuing five complaints against a school in Walsall, West Midlands. Each child has been suspended on separate occasions for four days after Mrs Sue Liddington had refused to allow the tapes to be used on them.

STOPP, the anti-caning pressure group, has also announced that Denison primary school in Bexley, Kent, has become the subject of a complaint to the European Commission. The case arose after a mother withdrew her 11-year-old son from the school when he was

"smacked". She had earlier told the headteacher she did not want either of her children to be subjected to corporal punishment.

Meanwhile, the National Association of Schoolmasters/Union of Women Teachers this week reaffirmed its policy of leaving individual schools to decide whether corporal punishment should be administered. Last week leaders of the National Association of Head Teachers came out in favour of the abolition of corporal punishment.

Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, said: "We are disappointed with their (the NAHT) response. We do not feel just because there is a bit of pressure that there is any reason why we should change our views."

During the NAHT conference de-

bate, Mr J E Smith, headmaster of Hawes Side primary school, Blackpool, said: "A smack on the appropriate part of the anatomy at the appropriate time can start to put things right."

He added that one parent at his school - his local education authority had barred corporal punishment - had told him: "Take him into the toilets and smack him and I'll tell him he's imagined it."

However, delegates went on to approve new guidelines drawn up by the NAHT executive which recognize the inevitability of abolition - saying that more and more I.C.A.s are likely to vote to do so and acknowledge that a future government is likely to bow to pressure from the European Court on Human Rights.



Nigel de Gruchy, disappointed by the NAHT caning policy

NALGO poll finds Tory concern over effect of education cuts

Cuts in education spending are reducing the country's prospects, according to more than 40 per cent of Conservative voters questioned in an opinion poll.

The poll conducted by Market and Opinion Research International for NALGO, the white-collar workers' union, also found that more than a quarter of Conservative supporters believe it would be worth increasing public spending to reduce youth unemployment.

The poll, conducted among a representative sample of 1,867 adults aged over 18, reveals that the public are most aware of the cuts that have been imposed on the health service and schools.

Sixty-two per cent of respondents believed school education had suffered greatly - placing it second to the NHS (69 per cent). Worries

about university cuts were voiced by 12 per cent of respondents.

Schools (55 per cent) also came second to the health service (71 per cent) as the area in which the public were least willing to see cuts made. Only 10 per cent cited spending on universities as an area where they were least willing to see cuts made.

Meanwhile, two surveys were published by different branches of the National Union of Teachers this week to highlight the effects of cuts in their areas.

In the first the Gravesham, Kent, association of the NUT, says its survey shows that the vast majority of the area's schools are dirtier, less healthy and far more dangerous than they were at the time of a previous report in 1979.

Comments from schools ranged from: "There is a large hole in the

middle of the music room floor, a result of rotting wood, which is covered by a desk to stop pupils falling down it" to "broken fencing that is very dangerous and allows wild horses access to school grounds".

The survey also revealed that only 4 out of 20 primary schools felt that the standard of decoration was satisfactory. And on the state of one comprehensive school's toilets it said: "Slop, toilet paper and paper towels are often missing and the lower school boys are often snelly."

In the second survey Mr Roger Ellis, executive member of the NUT in West Sussex, says there is evidence of the "starvation" of funds from the schools. Parents were having to raise cash to balance the sum provided by the local county council.

HMI 'could help to set minimum standards'

by Biddy Passmore

An adult residential college has been criticized for political bias and academic sloppiness by Her Majesty's Inspectorate.

In a report on Northern College, set up by a consortium of local authorities in 1978 as the "Ruskin of the North", the inspectors show that staff generally try hard to present subjects objectively to their students.

But they say urgent action is needed to decide how far courses should be restricted to the social concerns and beliefs attributed to students from working-class backgrounds, even if the underlying intention is to subject them to critical analysis.

Although they praise the college for establishing a sense of purpose in so short a time, they say the curriculum is becoming so narrow that it tends to restrict rather than expand students' horizons and intellectual development.

They reserve their sharpest criticism for work they saw on the "liberal and gateway studies" course, one of three two-year courses leading to the college's own diploma.

First year history essays "display a

total lack of sophistication" both in style and content, HMI say. "Points of content, or ideas relating to content, that appear to meet with the views of tutors receive a tick in the margin. Only occasionally are widely exaggerated prejudices commented upon, or evidence to justify them requested."

But the inspectors show even more concern about the longer certificate and diploma essays. "All those read showed the considerable progress made in language usage... but more often than not the views expressed in the essays remained full of prejudices, unsupported by evidence or consistent argument. Academic conventions were forgotten, to be replaced by polemic."

Political thought, as a discipline in its own right, made only a small contribution to the course, the inspectors note, but those theorists selected for study were "mainly all those who have seen the need to advocate anarchy, revolution or radical reform".

These criticisms were described as "very unfair" by Mr Michael Barratt Brown, the principal of the college. "Our political thought course starts with Burke, includes Disraeli and a number of other political thinkers and

ends with Popper," he said. "But the seminar HMI saw was dealing with Mary Wollstonecraft and they didn't like that."

He said the Inspectorate had attended only two seminars and read five essays by students during their "snap-shot" look at the liberal and gateway studies course.

The long course on trade union and industrial studies - taken by slightly more than one-third of the 65 long-course students - comes in for less criticism. "Care is taken by tutors to demonstrate that an issue can be approached from a number of ideological perspectives", the inspectors point out. Here too, however, "a sample of the written work indicated that students' ideological viewpoints tended to impede academic objectivity."

Although many extended essays contained evidence of detailed investigation of primary sources (praised by external university examiners), the inspectors still found "a tendency for the hypotheses to lack definition and the findings not to be emerging easily from the evidence."

The third long course - in social and community studies - receives warmer praise. The report says a wide syllabus has been prepared and that tutors make an obvious effort to discourage imprecise thinking or the presentation of biased information. In economics, coverage of potentially contentious material is described as "vigorous, with a considerable attempt at objectivity" - although students' standards of numeracy give HMI cause for concern.

But HMI feel the syllabus has once again been unduly narrowed by the selection of topics to fit in with students' current interests and concerns.

Mr Barratt Brown denied that the report was generally critical. College staff regarded it as "basically favourable with one rather sharp criticism in the middle", he said, adding that many of the faults identified, such as the need for an extra maths teacher and computers, had been rectified.

"We've got a very difficult job", he emphasized. "We are taking students from a very narrow background. They've had no education since they were 15. Of course they start with strong prejudices from their practical experience but we present a balanced view. That's our job and the report says we try to do it."

"Two thirds of our students go on to university or polytechnic and do rather well," he added. "That's the proof of the pudding."

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Development Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from L.A.A.s.

style and content, HMI say. "Points of content, or ideas relating to content, that appear to meet with the views of tutors receive a tick in the margin. Only occasionally are widely exaggerated prejudices commented upon, or evidence to justify them requested."

But the inspectors show even more concern about the longer certificate and diploma essays. "All those read showed the considerable progress made in language usage... but more often than not the views expressed in the essays remained full of prejudices, unsupported by evidence or consistent argument. Academic conventions were forgotten, to be replaced by polemic."

Sex row lecturer sacked

by Diane Spencer

A college lecturer has been sacked following allegations that he had talked to students about sex in "an unnecessary and excessive way".

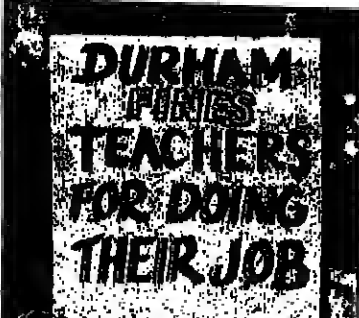
Mr Rod Dixon, a computer science teacher at Wakefield District College, lost an appeal against his dismissal last Friday. He was suspended from the college in March.

Mr John Dunne, branch member of the union, the National Association of Teachers in Further and Higher Education, said the decision had angered Mr Dixon's colleagues. The sacking indicated that talking to students "in good faith" was now grounds for dismissal. "It also sets a

precedent about what constitutes misconduct," he added.

Mr Dunne said that Mr Dixon had received no complaint about his conduct during his eight years at the college. Mr Dixon had answered students' questions about a chapter in a social psychology textbook "in good faith" during a class he was taking for a colleague, he said. He had not introduced the book to the class, Mr Dunne added.

Since his suspension, lecturers at the college had voted overwhelmingly to hold a series of half-day strikes in his support. It is likely that Mr Dixon will take his case to an industrial tribunal.



Teachers consider Durham peace plans

An end could be in sight to the year-long dispute in Durham which has resulted in thousands of children being sent home from school early.

Labour leaders of Durham County Council and the National Association of Schoolmasters/Union of Women Teachers were discussing a peace formula this week. They are expected to get together again after the executive of the NAS/UWT has decided its response to the proposals today.

The dispute began more than a year ago when both the NAS/UWT and the National Union of Teachers protested over the authority's deci-

sion to axe supply cover to its secondary schools.

The NUT subsequently reached a separate agreement with the authority on the restoration of supply cover, but NAS/UWT members have been taking selective strike action following the authority's refusal to repay teachers' money it deducted from their salaries for refusing to cover for absent colleagues.

The NAS/UWT has called a vote in its strike action while the peace formula - worked out after A.C.A.S. arbitration services, had been called in to help settle the dispute - is being discussed. The compromise proposals are being kept secret at present.

Mr Gerry Lee, the new president of the National Association of Schoolmasters/Union of Women Teachers, boycotted the conference of the National Association of Head Teachers last week because of criticism made by NAHT leaders about the strike by NAS/UWT members in Durham.

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The depressing spectacle of girls in forlorn pursuit of a tennis ball could one day be a thing of the past if a revolutionary new approach to games teaching takes root, Nick Wood writes.

According to staff at Loughborough University - the premier physical education training centre in the country - games teachers have been getting it wrong for years.

Instead of spending long hours on the painstaking business of teaching youngsters the sophisticated skills of games such as tennis, cricket and soccer, then letting them loose on the playing fields, they'd do better to begin with the tactics.

"Teachers have unwittingly been fostering incompetence in the majority of children", say Mr Len Almond, a lecturer at Loughborough, and Mrs Lynne Spackman, his former colleague, who has now moved on to the College of St Paul and St Mary in Cheltenham.

Writing in the latest issue of *Physical Education Review*, they argue that the game, particularly its tactical side, comes first. In tennis, says the route to success - and enjoyment - does not begin with mastery of the forehand drive.

Rather it is an understanding - learnt through such exercises as catch and throw - that tennis is primarily a game of attack and defence in which you seek to outmanoeuvre your opponents by placing your shots correctly and by denying them space on your side of the net.

Only when such principles are understood should youngsters have to grapple with the intricacies of the serve, smash and backhand slice. And since the principles apply to other racket games, youngsters should have little difficulty switching to badminton, volleyball and squash.

Mrs Spackman told *The TES* that the traditional approach to teaching games in school time had discouraged many youngsters. Unable or unwilling to master the techniques involved, they voted with their feet, leaving the courts and playing fields to the minority of children with the natural ability to make progress.

"Right from the start classes are divided into those who can play and those who cannot because of this concentration on skills. We've



Learning games: Understanding before skills

Tactics: the new teaching strategy

turned off so many youngsters. I see this in tennis more than anywhere - the sad sight of secondary school girls weighed down with unwieldy rackets and never getting to grips with the game."

Fer better, she says, would be to coax them along in a gradual progression from plastic bats and foam balls through short-handled rackets until some, at least, are ready for the adult game.

Mrs Spackman and Mr Almond explain the "mixed ability" approach to games teaching thus: "Games are about tactics, and the understanding approach incorporates the view that the form and shape of a game can be modified in the learning stages to help children gain insights essential to the development of tactical awareness."

"Sophisticated enabling skills are not essential for such learning situations to be created. Tactical situations are structured and taught, providing the context for skill execution

Physical Education Review, Sept 1983. "Creative change: by creative games".

Queen Mary's seeks chess crown

by Harry Golombek

The inter-zonal stages of *The Times* British Schools' Chess Tournament are now at an end and four teams have qualified for the semi-finals and final at St Ermin's Hotel, Caxton Street, London, only July 13 and 14. None of the schools that qualified for last year's semi-finals has succeeded in doing so this year. The 1982 champions, St Paul's, were eliminated in the zonal stage and the remaining three were knocked out in the quarter-finals.

A remarkable achievement in the inter-zonal stage was that of Queen Mary's Grammar School, Walsall, which, with the youngest team left in the competition (average age 14.6) defeated the strong Blue Coat School, Liverpool (average age 15.1) 4-2. Details of this match (Queen Mary's names first) were as follows: M A Wheeler (14.4) 1, A Barker (18.6) 0; D P Wheeler (11.1) 1, E Harris (17.6) 0; D L Burton (16.4) 1/2, P Lesson (13.10) 1/2; P J Burton (14.0) 1/2, C Gradden (16.3) 1/2; P Metcalf (15.4) 0, J Fleetwood (13.11) 1; D J Young (15.5) 1, K Harkins (15.0) 0.

Clearly D P Wheeler, who is much the youngest player left in the competition, is a player of considerable promise (another Nigel Short?).

Another clear-cut victory was that of the Royal Grammar School, Newcastle (average age 16.6) who beat Manchester Grammar School A team (16.1) by 3 1/2-2 1/2. The results of this match (Royal Grammar School names first) were: H Thornton (16.10) 1/2, S Richmond (17.0) 1/2; M J B Calverley (17.3) 1/2, P Dean (16.4) 1/2; J S B Calverley (17.3) 1, A Trevelyan (15.7) 0; M L Hazell (15.5) 1, A Carey (18.4) 0; C J Stephenson (18.1) 1/2, P Webster (15.7) 1/2; P A G Dar-

gan (14.3) 0, S Rix (14.0) 1. The other two matches ended in 3-3 draws and were eventually decided on board count, by which a winner was found by eliminating the result on the lowest or lower board(s).

By this means Grove School, St Leonards (16.0) who had the distinction of playing on their top board a former under-16 world champion in Stuart Conquest, eliminated King Edward VI School, Southampton (16.6). The match results (Grove School names first) were: S Conquest (16.2) 1, A G H Kluth (18.5) 0; R P Brooks (17.10) 0, P G Stevenson (16.6) 1; A Pierson (16.9) 1, M Buchan (16.9) 0; R J Almond (16.4) 0, R A Shafani (18.3) 1; M Rich (15.4) 1; J E Arney (13.0) 0; K Adams (13.11) 0, B N O'way (16.1) 1.

Paston School, North Walsham, Norfolk (16.11) also beat Magdalen College School, Oxford (16.1), on board count. Details (Paston School names first) of that match were: C Paul (17.9) 1/2, S Goringe (12.1) 1/2, G Coleman (16.7) 1, N S Borer (17.5) 0; M Hindle (14.10) 1, C Leyser (15.6) 0; A Connolly (13.8) 1/2, A Goringe (16.4) 1/2; P Brown (18.2) 0, R G Milligan (15.3) 1/2; Carter (16.8) 0, J D Lee (14.0) 1.

M Hindle is the son of a British international master, Omar Hindle, who has represented this country in a number of competitions. The draw for the semi-finals will take place at 12.30 pm on July 13 at St Ermin's Hotel. Spectators will be welcome at the matches which start at 1.15 pm on Wednesday and 10.30 am on Thursday.

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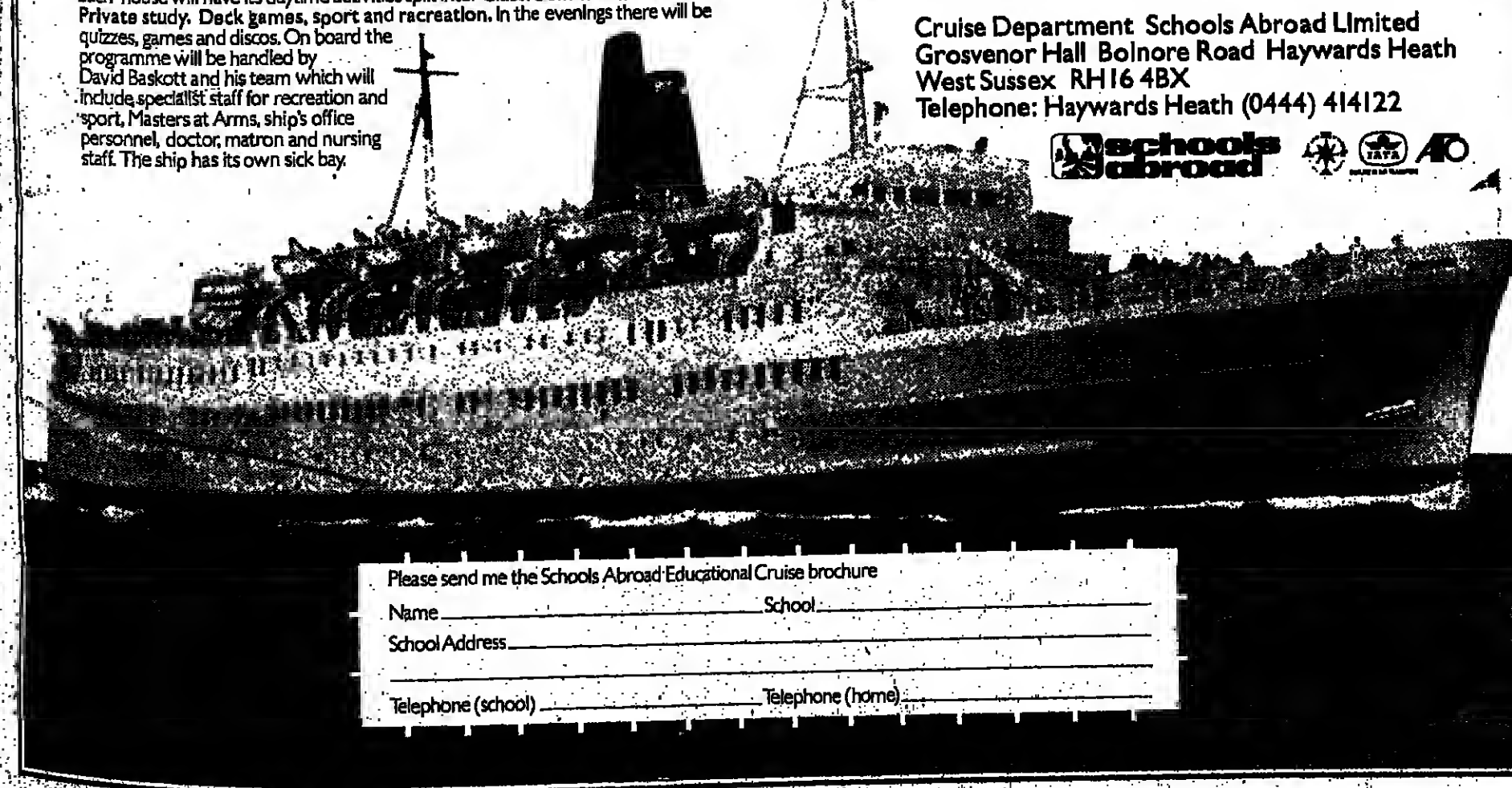
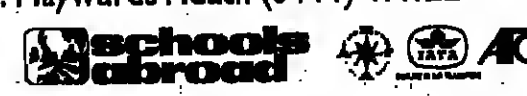
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Scottish study urges teachers to set more demanding tasks

Written work found to be restricted, 'unstimulating'

by Neil Munro

A depressing picture of written work in Scottish secondary schools emerges from a three-year study by seven researchers from the Scottish Council for Research in Education. It was published on Monday under the title *Writing matters across the curriculum*.

The researchers, led by Mr Ernest Spencer, found that writing was largely restricted to copying, dictation or short-sentence answers. The purpose was to remember and regurgitate information and rarely to stimulate the creativity and thought processes of pupils.

Information about pupils' writing in the second, third and fourth years of secondary school was obtained in two ways. The main project was an examination of a month's written work in all subjects by 25-30 pupils in eight schools. This was supplemented by a random sample of all the written work produced by 265 pupils in 93 schools in the course of a week.

Three-quarters of the work looked at was of the restricted type. Even in English, in the week of the survey in the 93 schools, 70 per cent of the pupils did not produce more than one page of continuous writing in any task. Many English teachers thought writing was a "general ability" which they could do little to influence, although almost every teacher regarded writing as an important skill.

Mr Spencer said at a press conference in the SCRE's Edinburgh offices that the finding that pupils had no sense of being taught to write. When asked who taught them to write, one in five of the pupils said "nobody", not even the teacher of English. Some mentioned the primary teacher.

The researchers funded by a £74,000 Scottish Education Department grant, stress that the project was not concerned with the standard of writing or with handwriting, only with the nature and purpose of writing and the help pupils received to do it.

Teachers had to collaborate across all departments to improve writing skills, the study suggests. Teaching "Writing for Learning" should be an important part of school courses and it was up to heads and other senior staff to find space in an admittedly packed syllabus. Less time spent copying or taking dictated notes would help, Mr Spencer said.

He added that while teachers of English set writing tasks and gave feedback when it was finished, they offered little guidance about the actual process of writing. The study put it more strongly: "Teachers of English had only a limited and far from coherent grasp of how learning the necessary skills might take place. Teachers of other subjects for the most part had very few ideas about how to develop even those writing skills they regarded as important in their own subjects."

The research says one of the problems is low expectations of pupils' writing abilities by their teachers. The belief among teachers that writing was a "general ability" led to acceptance of poor written work by some pupils and the prevalence of low-achieving pupils. Difficulties for the pupils were avoided by designing worksheets with prestructured answers requiring fill-in-the-blank or completion items.

"We wish to remind teachers of a very central point: that most pupils are unlikely to perform at a higher level than the one sought by the teacher," the study states.

Mr Spencer is now conducting a piece of more intensive follow up research - involving seven teachers in five schools - to discover whether pupils' writing skills improve if they are motivated to write more continuously than they usually do and if they are helped to develop the necessary intellectual skills. The research, funded by a £155,000 SED grant, is due to run until March 1985.

He added that while teachers of English set writing tasks and gave feedback when it was finished, they offered little guidance about the actual process of writing. The study put it more strongly: "Teachers of English had only a limited and far from coherent grasp of how learning the necessary skills might take place. Teachers of other subjects for the most part had very few ideas about how to develop even those writing skills they regarded as important in their own subjects."

Writing matters across the curriculum, Ernest Spencer, Hodder and Stoughton. For the Scottish Council for Research in Education, £6.95 and £11.

Girls losing out on six counts—principal claims

by Hilary Wilce

There are six crucial areas which adversely affect girls in secondary schools, according to the woman head of an upper school and community college.

They are: option choice, classroom behaviour, role models, staff awareness, teaching materials and the lack of women in senior teaching positions.

In choosing subjects to the third year, boys and girls opt for traditional choices which reinforce their separate paths towards qualifications and jobs. Mrs Maureen Cruikshank, head of Beauchamp College, Leicester, told a teachers' course on equal opportunities held in Coventry recently.

In terms of classroom behaviour, research had shown that to an average lesson boys received 70 per cent of the teacher's attention, and that most teachers admitted a preference for teaching boys. Mrs Cruikshank said. When boys needed help they demoted it or became disruptive, while girls tended to retire into sulky boredom.

The lack of women in senior jobs both to and out of schools offered limited role models for girls, she suggested. This contributed to girls' lack of confidence.

A lack of staff awareness of the problems of inequality and the sub-

sequent lack of in-service training was another stumbling block. "The deputy head has been heard to say that they have solved the problem of his school - two years ago there were two girls out of a class of 21 who did O level physics this year there were four," Mrs Cruikshank said.

Teaching materials posed a problem to all subject areas from English literature, she said. "You cannot learn successfully if they are female images to relate to in school books and if they confront images that devalue women or push them to one side."

A final problem was that teachers were not promoted rapidly as men because of childcare commitments, their move with their husbands and their diffidence about applying for senior posts. Pupils saw the teachers were valued less than by the educational hierarchy, did not give them the same loyalty Mrs Cruikshank argued.

She suggested that teachers should research their own and make their findings known to colleagues. "Some colleagues feel threatened by the implications of such findings; they need to be reminded that British law requires all girls and boys enjoy equal educational opportunity."

CNAA backs sub-degree courses

by Biddy Passmore

The Council for National Academic Awards has added its voice to the growing chorus of support for the development of two-year, sub-degree courses.

In a consultative paper, the council, which validates degrees and diplomas in the public sector, suggests the move to diversify both in terms of social justice and general social policy. Establishing two-year courses as the norm for British students would be one way of increasing the low participation rate in higher education without cutting spending on each student, it says.

But it stipulates that the shift of emphasis would have to be accompanied by a "radical overhaul" of the grants and fees structure and would have to take place in universities too.

The council's paper echoes a contentious discussion document drawn up by officials of the National Advisory Body for local authority higher education (NAB) and the recent report from the Leverhulme committee. Its suggestions arise from a seminar which took place last September - some of whose participants were also involved with NAB or the Leverhulme Committee.

At the seminar, a stepped system of

undergraduate awards was suggested. The first stage of higher education would normally be two-year diploma courses (or their part-time equivalent), which would be liberal and interdisciplinary in character. Successful completion of the course would give students the right of admission to the third year of a degree course.

Students would be able to interrupt their studies, which could be carried out by a mixture of full and part-time study, and to work at their own pace. If they successfully completed a programme of study, the CNAA would automatically give them a credit which would count towards an award.

The council's paper acknowledges that the development of two-year courses below degree level has been tried before, with the DipHE, and met with only limited success. "But," it says, "the DipHE was never likely to be taken up by the majority of students while mandatory grants were available for a three-year course. It also points out that the DipHE has been very successful in showing that there is unsatisfied demand for higher education from non-traditional students.

● Polytechnics should stop taking

students from oil over Driven concentrate on the needs of the catchment area, Mr Eric Munn, director of Preston Polytechnic, suggested.

Speaking in the Standing Conference on Educational Development (SCED), Mr Munn said that national education in the two A level entry requirements for higher education were English eccentricities. "In many respects they are nonsense, indeed dangerous nonsense."

If polytechnics were to remain distinct from universities, they must strongly reinforce their local role, he said. That meant more participation in local policy and development. Zoning of the country among polytechnics might suggest some mergers, he said.

Future development of CNAA academic policies at undergraduate level, a consultative paper has been circulated for discussion to CNAA associated institutions and other bodies concerned with higher education. Comments should reach Mr Ronald Barnett at the council by the end of this year.

West Yorkshire; and a Liberal councillor for the Calder Valley, is the new chairman of Calderdale metropolitan district education committee.

Mr Tom Healy, deputy chief education officer, Trafford, since 1974, has been appointed executive secretary of the "Branwood" Roman Catholic Diocesan Commission for Education, from October.

School appointments Mrs Jacqueline Laog becomes head of Walthamstow Hall, Sevenoaks, Kent, from next January.

Mr J A B Liversidge, headmaster of the Junior English School in Rome, is to be head of Lanesborough, the preparatory department of the Royal Grammar School, Guildford, from September.

Mrs Jenny Amber (pictured above) is to be head of Benliss Junior School, Stoke Newington, London. She succeeds Mr S B Cohen, retired, last September.

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People

Administrative appointments The Save the Children Fund has appointed Professor Richard Whitfield to direct its network of domestic child care projects. He joins the fund in July from the University of Aston in Birmingham where he has been professor of education and head of the Department of Educational Enquiry for eight years.

Mrs Judith Round, a lecturer at Huddersfield Technical College in

NEWS

The National Association of Head Teachers' conference in Harrogate. Richard Garner reports.

L.e.a.s 'too ready to suspend heads'

Many heads are being suspended from their jobs without good cause, the conference was told.

Mr Derek Best, chairman of the NAHT's professional and legal services committee, said that seven NAHT members were currently suspended.

He said action was sometimes taken by local education authorities as a result of "deliberately mischievous statements from children about improper behaviour, despite many years of integrity and moral leadership".

Mr Best added: "How many heads can face the pressure of suspension without recourse to the doctors for sedatives for depression? Once suspended, the head is being punished whether guilty or not and that cannot be right."

Delegates gave overwhelming support to a motion calling for action to be taken to prevent headteachers from being suspended from their jobs without good reason and urging l.e.a.s and teachers' unions to stick by agreed procedures on disciplinary action.

Mr David Hart, general secretary of the NAHT, said there had been two cases recently where primary school headteachers had been suspended by their l.e.a.s as a result of allegations by pupils. One had been in North Yorkshire and the other in

Tyneside.

"The allegations were that the head had committed sexual offences or had behaved in an unduly familiar manner which could have been construed as some sort of sexual offence," he added. "In both cases, there was a very strong feeling that there had been some collusion amongst the children to make the allegations."

One headteacher had been reinstated after being suspended twice and the other had been cleared of the allegations but accepted premature retirement because he had been "knocked sideways by the whole business".

Other speakers said that headteachers were being suspended from their jobs after pressure from their staff or because they had come into conflict with "powerful groups of parents or politicians" or because of an affair with the school secretary.

Mr A. Peel, headmaster of Lawfield middle school, Wakefield, spoke of the case of Mr Michael Shiner, headmaster of Eastmoor High School in Wakefield, who had been suspended after members of his staff had threatened to strike. He had been suspended 11 months ago and his case had still not been completed.

Prospect of security patrols growing

Schools in inner city areas will need regular security patrols within five years unless action is taken against intruders, one speaker said.

Mr Frank Thorn, executive member for inner London and head of Hyde Park School, Balham, South London, added: "I don't want to see it and I am sure none of you want it, but I can see it nevertheless."

Mr Peter Parry, head of Ramworth Square school in Liverpool, said there were many stories of intruders "bent on violence coming to schools to cause physical harm to the head or teachers".

Indeed he had been forced to rewrite his speech to conference because the original had been destroyed by intruders.

Mr John Swallow, president of the NAHT, said he had heard during the conference of one case of a head who had been assaulted. "The advice given by the local education authority was: 'Please consult the NAHT, we can do nothing.'"

Conference decided to press l.e.a.s to take court action against



Guards on the gate... the shape of things to come?

intruders. It also voted to press for parents to be made responsible for the criminal actions of their children.

Mr David Blackford, head of St Ives comprehensive in Cornwall, added: "Many parents don't know what their children are doing and don't care."

In brief...

Political concern

Councillors and school governors came under attack for failing to support teachers in maintaining high standards of work and discipline. Jack Holmes, council member for headmaster of Hallam middle school in Sheffield, gave a warning to "those who are more to be feared than Ruskin and whose resources are the whole panoply of press attacks and briefings in party attacks leaves them open to accusations that they do not wholeheartedly support the head".

Transfer condition

Teachers should not be allowed to transfer to senior posts in a different sector of education if they have received suitable in-service training, the conference decided.

Copy rights

The Government should take steps to allow audio and video tape recordings to be made for educational purposes without infringing copyright, the conference decided, adding that the originator of a material should be remunerated.

L.e.a.s criticized

Delegates condemned local education authorities that were ignoring their obligation to provide full education for handicapped children between 16 and 19.

Funds preference

A move by the Birmingham Education Authority to support transfer of education to direct grant funding was unanimously rejected. Mr John, headmaster of Bluntisham school, Birmingham, said the present method of education through local authorities was not satisfactory. But Mr Mills, executive member for Northamptonshire, argued there was much central control already.

Truancy control

The Government should be pressed to introduce harsher penalties for parents or guardians whose children play truant from school, the conference decided. It also agreed that local education authorities should use practising professional teachers to carry out headship training courses and that teachers should be given compulsory training in children's special education needs.

Fears voiced on vouchers

The conference voiced "no confidence" in many of the Government's education policies. Mr Frank Mills, executive member for Hertfordshire, said such policies would lead to Britain becoming, in educational terms, two nations.

Mr Mills said the greatest danger came from the "constant denigration" of the maintained service by those who might be expected to support it.

Miss Anne Astwood, head of Oxhey infant school, Watford, said that education cuts coupled with plans such as the voucher system showed "a lack of commitment to the public sector. It is being sacrificed to the twin goddesses of the market place and freedom of choice." Delegates unanimously opposed any introduction of a school voucher scheme.

Teenage 'teachers' idea floated

Teenagers who want to take up teaching should be allowed to spend part of their last year at school working in a primary school, says the National Association of Head Teachers.

Mr Frank Grimshaw, a former president of the association, said the NAHT believed that a few weeks spent in a primary school would help post examination fifth-formers "find out what it's all about".

Mr Grimshaw, speaking during a discussion on the Government's White Paper on *Teaching Quality*, added: "The likely teachers of the future would then be encouraged to proceed further: the others might quickly realize that teaching is not for them."

Mr Austin Boti, executive member for Dorset and Wiltshire, added: "The average age of teachers, low at present with two teachers in every five below the age of 35, will rise until by 1990 three in every five are aged 40 or over."

Mr John Thorley, Cumbria executive member, said: "We are already an ageing profession with a large, middle age bulge. This middle age bulge can't be cured by attrition; it needs in-service education and training."

Mr David Hart, general secretary of the NAHT, said there was "general praise" for the White Paper but commented: "I am concerned about the lack of realism - both in terms of the problems of local education authorities and in relation to the teacher union and professional association attitudes."

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Too many staff expect too little from pupils

The dangers of teachers underestimating their pupils' abilities was spelled out at the conference.

Unique emphasis had been placed on comprehensive schools having a heavy commitment to the needs of the less able and on the concept of a "caring" establishment, Mr David Hart, association general secretary, told delegates.

"I am the first to support the need for a school to ensure that the less able are properly catered for but not at the expense of the more able," he said. "There are still too

many teachers expecting too little of too many pupils."

Mr David Hart, general secretary of the NAHT, added that comprehensive schools should not be seen as a place in lessons, and absence of preparation to take account of varying abilities and a lack of concern for the learning environment. Teachers should look at their expectations and their pupils' achievements.

Concern on Tory plan to scrap ILEA

The Government should not "throw the baby out with the bath water" and abolish the Inner London Education Authority simply because it does not approve of the capital's present Labour leaders, the NAHT said last week.

In a statement, the NAHT said it wanted further clarification of Conservative plans to band over the running of education in London to joint boards of borough and district

representatives. It added: "We acknowledge that the ILEA has its faults and under the current regime many of our members are becoming exasperated by the pressures and policies being forced on them."

However, in spite of massive overspending in some areas, the ILEA has done a lot of valuable work in difficult circumstances. We cannot accept the idea of throwing

the baby out with the bath water because the Government does not approve of the present control by County Hall."

Mr David Hart, general secretary of the NAHT, added that Conservative plans to limit local authorities' powers to levy rate increases posed a threat to the education service "not only in terms of resources but also in terms of teachers' negotiations."

NEWS

The National Association of Head Teachers' Conference in Harrogate

Extra load driving out heads

Heads are rushing for early retirement because they are becoming ineffective due to increased pressures, it was claimed.

Mr Peter Baldwin, head of a primary school at Chorley, Lancs, said that heads were having to take on more duties including dealing with blocked toilets.

Mr Baldwin added: "I have listened with interest, and even sympathy, to senior administrators arguing the case that falling rolls place greater stresses and problems on them and that to deal with it sensitively they must have more assistance and staff."

"Then, almost immediately afterwards, they follow with a suggested economy in the provision of supply

teachers, which effectively removes their headteachers from their curricular leadership and development of their schools and makes them expensively-paid supply teachers."

Heads were having to take two classes together or split classes up as a regular managerial requirement in many primary schools. At the same time they had to produce curriculum reviews and evaluations, deal with more and more surveys, administration and even with blocked toilets.

Heads were leaving because they realized that for reasons and pressures beyond their control, they were becoming ineffective.

"We have a saying in Lancashire that when all about you lose their

heads, it's probably because of the premature retirement scheme," said Mr Baldwin.

● The conference agreed to call for a national premature retirement scheme for heads and teachers. Mr John McNicholas, from Molecroft county primary school, Beverley, East Riding, said it would help "tired and worked-out teachers and headteachers to retire with ease, comfort and dignity".

In addition, the NAHT will press for an end to sex discrimination in the way the profession's pension scheme operates. At present, a male teacher's pension automatically transfers to his wife on his death - but a woman's does not transfer.

Call for new law on RE

Many heads are openly breaking the law requiring them to hold religious assemblies, the conference was told.

Delegates agreed to set up a working party to consider pressing for changes in the 1944 Education Act, which makes a religious assembly and religious education compulsory in schools. It will report to next year's conference.

Mrs Shirley Woodman, head of Netherlands Avenue school, Bradford, proposing a motion calling for the Government to repeal this part of the Act, said it had been devised when Britain was predominantly Christian.

At that time few parents exercised their right to withdraw their children from assembly. Now there were Jews, Hindus, Buddhists, Pentecostals and Bahai believers in schools.

"I am breaking the law because I am not fulfilling the requirements of

the 1944 Act, and this is because I don't want our multi-faith pupils to miss the assembly - a vital part of the school day", she said.

"Many of our colleagues in multi-faith areas have been breaking the law for some time because we are loathe to relinquish our assemblies."

Her assembly now consisted of teaching children things like the virtues of cleanliness, kindness and obedience to their parents.

However, Mr George Foster, headmaster of Catshill middle school in Bromsgrove, Hereford and Worcester, said: "I would still be surprised if the vast majority of headteachers in our schools today were not practising Christians."

The conference overwhelmingly endorsed the executive's amendment calling for the working party, after Mrs Woodman said she would accept it.

Merit awards

Heads have warned they are set to side with local education authorities in demanding merit payments for good classroom teachers in talks over the restructuring of the profession's pay.

Mr Michael Pipes, chairman of the NAHT's salaries, pensions and conditions of service committee, said that heads should play a "significant part" in deciding who should receive merit rises.

If teachers' pay ceased to rise by annual increments they would then either improve their performance to get the rises or would quit the profession.

● One of the long-lasting traditions of NAHT conferences has fallen by the wayside. In the past delegates had dutifully stood to attention and said "good morning, sir" to the conference president before the beginning of business. Now it has been dropped through declining use.



Videos 'too accessible'

Legislation should be introduced to curb the availability of home video movies depicting extreme violence and pornography, conference decided.

Mr Peter Roberts, head of Samuel Ward upper school in Haverhill, Suffolk, said that many homes possessed a video cassette recorder. And seven out of ten children in homes without videos had access to one through their friends or relatives.

Children were prone to imitate what they saw on films and, at the same time, their sensitivities were

being blunted to extreme violence or pornography.

Mr Roberts said that parents should be more aware of the problems, a classification system for video films should be introduced and there should be greater control of distributors and retailers. "Many parents are either unaware of or are neglectful about what their children are seeing."

Legislation was necessary to curb private suppliers of video films who were refusing to abide by the British Video Association's code of practice.

Technical plans condemned

Plans by the Manpower Services Commission to give technical and vocational training to children from the age of 14 were condemned by the conference.

Delegates agreed that the education and training of pupils until school leaving age should remain the responsibility of the Department of Education and Science, the local education authorities and the schools.

Miss Dorothy Nicholson, head of Newland High School, Hull, warned that underprivileged children would

provide the "fodder" for such courses.

The scheme was "educationally and socially divisive" and would "rob our most needy children of their heritage", she said.

However, delegates rejected an amendment from Birmingham headteachers urging the NAHT to recognize the reality of the Youth Training Scheme and the new Technical and Vocational Education Initiative and calling on l.e.a.s to involve schools and colleges in them as much as possible.

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Growth for years, and then an income

Mr. Eric Colley (retired headmaster) with his wife, outside their home in Liverpool.



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NEWS

Report highlights staff reliance on college-produced handouts

Too little spent on books by FE colleges, say publishers

by Diane Spencer

Further education teachers seriously understate books and rely too heavily on duplicated handouts produced in college, a report by the Publishers Association says this week.

The association's working party on further and continuing education concluded that it was a market in which purchasing power was low, competition intense and curricular needs diverse and difficult to define. "The members were unanimous that any idea that FE is a crock of gold is very far from the truth", the report says. Publishers' FE representatives report "with depressing frequency" that lecturers feel obliged to choose on price rather than on quality. Some local authorities provide books for students up to the age of 18, most do not. "In FE there is no clear-cut legal responsibility", the report says.

Some authorities bought FE books only for college libraries. "This is a situation into which FE might have drifted by accident rather than by design," says the report. It might have been reasonable to expect students to buy their own books in pre-war days when opportunities for education according to ability were incomplete. Then students were educationally deprived people with potential ability and high levels of motivation.

Now the scene has changed: a high proportion of students go unwillingly to college. "They have been drafted in, and many believe they are filling in their time until work prospects in the old traditional sense improve. No one seems to recognize that if results are to be obtained than books - or printed

support materials of one sort or another - will have to be provided." The top management of FE have shown too little interest in the question of whether students can actually buy or obtain books they need for their courses, the report says.

It also comments that FE is the "backyard" of the British educational system; it receives little national publicity, and is poorly financed - 7 per cent of the education budget. Yet of the five million who stay on after 16, more than 85 per cent do so within FE.

Some publishers have not yet realized that more than a quarter of GCE O and A level candidates are in the FE colleges, not schools. The report says marketing departments should take account of these two areas.

Liberal studies, which form compulsory parts of many courses, provide opportunities for publishers of non-technical books. The report also calls for better liaison between bodies such as the Business and Technical Education Council and the City and Guilds.

The report points out the new trends in the post-16 world which could open up markets for publishers: the Manpower Services Commission initiatives, tertiary colleges, the Youth Training Scheme, distance learning, the Open Tech and computerized learning systems possibly delivered on cable networks.

Further and Continuing Education: a report of a working party of the Publishers Association, 19 Bedford Square, London WC1B 3HJ, £5.



If students are to succeed they must have the materials

London senate agrees to rearrange subjects

by Riddy Passmore

The senate of London University has approved a reorganization of subjects that reduces the number of departments and will guide proposed mergers between colleges.

The plans, drawn up by the university's joint planning committee on the basis of reports from 10 working parties, are meant neither to overstretch the colleges nor leave them with too narrow a base. Professor Randolph Quirk, the vice-chancellor, has argued that London can maintain its high standards of teaching and research only by streamlining and rationalizing

Mathematics and statistics, with the exception of the London School of Economics and Blackheath (which teaches mature students part-time), will be concentrated in five departments: at Imperial College, the newly merged King's/Queen Elizabeth/Chelsea College, Queen Mary College,

the merged Royal Holloway/Bedford College and University College. Physics, too, will be reorganized into five departments, at the same colleges, although University College will work jointly with Birkbeck.

A strong department of classics will be established at the merging Royal Holloway/Bedford College. The only other departments offering a single subject degree in classics and classical studies will be at King's/Queen Elizabeth/Chelsea, University College and Birkbeck, with a small department at Queen Mary and Westfield College, which are also to merge.

Nursing studies will be discontinued at Bedford and a single, strong department built up at Chelsea. Apart from Birkbeck, Italian will be available only at Royal Holloway/Bedford and University College. Bedford's department of philosophy will be transferred to the merged King's/Queen Elizabeth/Chelsea College.

Union anxiety over NTVEI resurfaces

by Richard Garner

Mr Fred Jarvis, general secretary of the National Union of Teachers, may be asked to resign next week from the national steering group set up to monitor the Government's New Training and Vocational Education Initiative.

A motion on this is to be debated by the Westminster association of the NUT. The motion says the union should be "in favour of a broadening of the curriculum and a reduction of specialization." An amendment says Mr Jarvis should remain on the steering committee as an observer "so that the union can withdraw its cooperation should the scheme not be modified."

Mr Jarvis said that the TUC general council had appointed him to the steering group along with Mrs Marie Patterson, chairman of the TUC women's conference, and Mr Roy Jackson, head of the TUC's education department.

He said that the NUT conference in Jersey had decided against boycotting the NTVEI.

Bus fare move causes protest

Lincolnshire county council have been told that their abolition of discretionary free bus transport is likely to have a damaging effect on many youngsters, particularly those from poorer homes.

This warning comes from the Child Poverty Action Group, which has been approached by several parents protesting at the move.

Mrs Ruth Lister, its director, has written to Mr Philip Newton, chairman of the education committee, urging the county council to "make some provision for the poorest families - at a minimum those on supplementary benefit and family income supplement - so that their children can continue to travel to school free".

Lincolnshire said it began "rationalizing" its school bus fares service two years ago and expects to make savings of approaching £500,000 this year as part of this policy.

Careers Diary



by Brian Heap

We are well into the conference, convention, and open day season, for sixth-formers and school staff alike. Unfortunately many of these events tend to draw audiences from local schools and colleges, and, while information about courses and student life is useful, many school-leavers would like to get away from their home region.

Consequently, it would be very useful if information about various conference topics could be disseminated more widely. At the recent Salford University engineering conference, for example, these points emerged:

- Engineering accounts for about 40 per cent of the courses at Salford;
- The university has strong links with industry (60 per cent of engineering courses are of the integrated or sandwich type);
- All branches of engineering have a very strong mathematical basis (A level maths is a must);
- The cuts at Salford have now been absorbed and no further reduction or sudden removal of courses will take place.

- Links with industry have now been strengthened (financial backing from industry has doubled);
- There are no problems with accommodation;
- A new scholarship award for female students applying for engineering has been founded. It is worth £500 per annum.

- The graduate employment success rate at Salford is very high;
- Put Salford anywhere on the UCCA form for engineering.

Here is a list of July events for sixth-formers or staff. In each case enquiries should be made to the university or polytechnic concerned, except for the girls' engineering insight 83 courses, for which applications should be sent to the Engineering Training Board, 54 Clarendon Road, Watford.

- July 11 Town Planning (open day at Birmingham Polytechnic). Architecture (degree show at Thames Polytechnic). Geography (teachers' conference at University College, London).
- July 31 Insight 83 (Strathclyde University). Manufacturing industry and energy management (University College, Cardiff, until July 8). Utilization of chemical resources (teachers' conference at York University).
- July 4: Insight 83 (Imperial College, London or Aston University). Engineering for Girls (Surrey University, until July 6). Chemistry (sixth-form conference at York University). Agriculture conference (Bangor University).
- July 5: Interior Decoration (Trent Polytechnic degree show).
- July 6: Insight 83 (Southampton University). Sixth-form conference (University College, London).
- July 8: Insight 83 (Bath University or Sheffield University or the University of Wales). Science and Technology summer school (Surrey University) (Exhibition of students' work, Thames Polytechnic).
- July 14: The Isaac Newton Lecture (Brighton Polytechnic). Sixth-form conference (Dorset Institute of Higher Education).
- July 18: Insight 83 (Salford University).
- July 24: Engineering Product Design Exhibition (Polytechnic of the South Bank).
- July 25: Insight 83 (Cambridge University).
- August 11: Insight 83 (Loughborough University).

BTEC chief's plan to wrest influence from colleges



John Sellers



David Mitchell

Top officials planning the merger of the Business and Technical Education Councils this autumn are hoping virtually to exclude educational interests from the power structure of the new body. They are proposing that it should have no education committee and no nominated representatives from the colleges.

Both BEC and TEC have education committees which are responsible to the full councils for all education matters and play a key part in policy. But the chief officers of the two bodies, BEC's Mr John Sellers, and TEC's Mr David Mitchell, want the new Business and Technical Education Council which takes over in October to have only an educational liaison committee with no power over decisions. "It will serve as a sounding board", said Mr Mitchell.

He has agreed with Mr Sellers that the new council should follow BEC's practice - criticized strongly by the colleges and the TUC - of picking teachers to serve on the council's working committees instead of asking the colleges and educational institu-

Edited by Mark Jackson

tions to nominate them. TEC appoints college staff to its various committees on the recommendation of the Association of College Principals and NATFHE, the college lecturers' union.

The plan is to abolish the programme committees which, often headed by college principals and with lecturers of every grade down to L2 among their members, have done most of the detailed work on business and technical courses.

Instead, there will be nine sector boards whose members will be effectively chosen by BTEC's officers, who will set up ad-hoc programme panels to deal with specific projects.

This would mean, said Mr Mitchell, that the permanent staff will have to deal only with the sector boards instead of having to service dozens of programme committees. It also means that the officials will not have to worry about the claims of up to 300 specialist educational institutions to be represented on the committees.

Mr Mitchell, who will serve as director of education under Mr Sellers, the new body's chief executive, said the educational organizations will be given a free hand in selecting representatives for the new liaison committee.

The organizations would thus be able to discuss policy more effectively and fully than in the existing education committees, where they sit alongside employers and local authority representatives.

But the recommendations are likely to be fought by the college organizations, the professional institutions, and the TUC, which has always

Risk of private-only scheme - Farley

Fight for the YTS, plea to lecturers

College staff will today be implored to fight back to save the Youth Training Scheme from becoming entirely a private enterprise-run programme. It is an attempt by the leadership of NATFHE, the lecturers' union, to overcome the widespread hostility towards the scheme revealed at its annual conference last week.

Mr Mick Farley, NATFHE's assistant secretary for further education, plans to make a highly-controversial speech at a conference at Coombe Lodge, the FE staff college, in which he will tell college staffs that they have no right to sulk because their monopoly of off-the-job training is threatened by competition from commercially-run training companies and voluntary organizations.

And he will take the considerable risk of challenging an assumption, made by virtually every speaker last week, that the quality of provision being offered by the competition is necessarily inferior to that in the colleges.

Mr Farley will put forward the view that, while some of the newly-established training organizations cannot match FE at its best, other schemes - some of which he plans to name - offer first-rate provision which in some cases is likely to be more attractive to young people who are allergic to conventional teaching.

He will attack the belief that FE has a right to a monopoly in this field, saying it is both unrealistic and naive. He will argue that the colleges have never had it entirely to themselves, anyway.

The big difficulty that faces Mr Farley and his colleagues is that, quite apart from the lecturers' resentment at the way the Government and the MSC are encouraging employers and private trainers to take over places which were originally supposed to be provided by the colleges, many college staff are now convinced that the YTS is simply a confidence trick by the Conservatives to reduce the official unemployment figures and to bring down young people's wages.

Nearly half the NATFHE delegates

voted last week for an attempt to get the union to reject the scheme in its present form. And the amendment, along these lines, narrowly defeated, was framed weeks before the colleges had become aware of the new scale of competition from the private sector.

So Mr Farley will point out that he has been among the most persistent critics of the distortions which are being introduced into the scheme and of its many shortcomings. But he will urge that instead of wasting their energies on "strident negativism" the colleges should become as involved as they can in the YTS and fight to put it right.

Otherwise, he will warn, they will be contributing directly to it becoming an entirely privatized scheme, which would be against the interests of young people and of thousands of college staff already involved in the YTS and the thousands more who could eventually join in the work.

Mr Farley will remind NATFHE members that for years the union has campaigned for day release, and that the YTS will at least provide every 16-year-old not in full-time education with a minimum of 13 weeks of off-the-job training and education.



Mick Farley

A search for new ideas in education.

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TES/82/10/83

Hilary Wilce on economies in Belfast

Serious damage attributed to cuts

Speeding cuts have seriously damaged schools and teaching in West Belfast according to a survey by a local teachers' association.

One in five of the schools surveyed said their curriculum had been curtailed because of staff cuts. At almost one to three, specialist provision in areas such as music and physical education had been affected.

Sets of books had been only partly replaced, and out-of-date textbooks were in use. One in three schools said that the cuts since 1979 had harmed textbook provision, while one in five reported that stationery had to be bought out of parental contributions or school funds. Craft, physical education and art materials were all badly affected.

Eighty-three per cent of the schools reported a loss of auxiliary staff, and more than 70 per cent said that this had seriously affected standards of teaching. Two out of three said they had lost cleaning.

Sixty-six per cent of schools said they had suffered a cutback in caretaking and cleaning hours in the past three years. Sixty-one per cent said that their schools had become dirtier as a direct result of this curtailment in provision.

Three-quarters of the schools reported cutting back on school trips and two out of three said their swim-

ming programmes had been affected by cuts. One school had dropped swimming altogether, while almost 30 per cent said swimming costs were being supplemented by parents or by the school.

Almost 60 per cent of the schools reported a lack of maintenance, including window glass being replaced by plywood, while one in three had had some capital project shelved. One school reported that only 40 per cent of its pupils were able to take physical education because of the lack of a capital grant.

Elsewhere a youth centre and two nursery wings had been shelved. Improvements on a school yard had been awaited since 1976 and had still not been approved. In another school a plan to cover walkways has been shelved.

The Belfast West branch of the Irish National Teachers' Organization sent a questionnaire to 24 schools in the area, serving almost 13,000 pupils. Questionnaires were filled in in cooperation with heads. Findings show "four children will have contact with fewer teachers and fewer books. They will practice less often on poorer quality scientific equipment and their total school environment will be dirtier, colder and more run down than the schools their elder brothers and sisters attended", the organization said.

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OVERSEAS

Why Bob Jones will be hearing from the taxman

UNITED STATES

Peter David looks at the end of an embarrassing episode on race law for the Reagan Administration

The Supreme Court has finally ended an ugly legal controversy in which the Reagan Administration and black civil rights leaders have been at loggerheads over the taxable status of schools which continue to carry out racial discrimination.

In an 8 to 1 ruling last month, the court upheld the right of the Internal Revenue Service to remove charitable tax-deductible status from schools and colleges practising racial discrimination.

Two private institutions which carried their battle against the IRS to the Supreme Court—Bob Jones University in South Carolina and the Goldsboro Christian Schools in North Carolina—will have to stump up more than \$500,000 (about £315,000) in unpaid tax bills.

Bob Jones and the Goldsboro schools are two of the many hundreds of private educational institutions in the United States which espouse rigid fundamentalist—and sometimes idiosyncratic—doctrines based on a literal interpretation of the Gospels.

Goldsboro cites the Gospels to justify a frankly racist admissions policy and Bob Jones, while allowing blacks to attend, expels students who date members of the other race.

There is nothing illegal about pursuing discriminatory policies such as these in privately-funded institutions. Since 1970, however, the taxman has taken the view that the Federal government should not subsidize schools which do not practise racial equality. It has refused to confer lucrative

charitable status on any school which persists with policies of racial discrimination.

Bob Jones and Goldsboro decided to mount a legal challenge, and the Department of Justice's lawyers defended the IRS policy.

Then in January 1982 the Reagan Administration decided to enter the fray and, to the surprise of most observers, did so on the wrong side.

The President, apparently at the behest of a group of Southern senators with links with the "new Right", announced that the IRS would no longer be allowed to withhold tax exemptions from the offending schools.

Public reaction to the President's announcement was overwhelmingly hostile. Black leaders and civil rights organizations excused the administration of pandering to racists, and leading newspapers complained that taxpayers were being asked to subsidize bigotry. About 200 officials of the Justice Department signed a letter of protest.

Swamped by criticism, the Administration tried to defuse the controversy by claiming that it had nothing against the IRS policy but felt that it had been imposed without proper authorization from Congress.

So that if Congress brought in a Bill the IRS would be able to carry on as before.

But the Supreme Court would not allow the Government to back out of its confrontation with the two institutions. And in an unusual procedure, it appointed a prominent black lawyer to argue the case from which the Justice Department had been told to withdraw.

In last month's ruling, the IRS policy was completely vindicated with Chief Justice Warren Burger saying that the tax service had the authority to deny exemptions to any institution which practised racial discrimination.

acting contrary to established public policy. He said the policy was "wholly consistent" with what Congress, the executive and the courts had repeatedly declared.

This episode has been doubly embarrassing for the Administration, which, since its initial mistake in trying to revoke the IRS policy, has been forced to identify with the arguments of a pair of institutions which most Americans regard as extremely unsavoury.

The Reverend Bob Jones, in a characteristic response, said on television that the decision against his university showed there was "not much difference" between the United States and a Communist country.

The affair has also focused unwelcome attention on the Administration's overall civil rights policy and convinced black organizations that President Reagan wants to dismantle many of the race equality safeguards enshrined in Federal legislation over the past 20 years.

For example, last month's ruling coincided awkwardly with the President's controversial decision to replace three Liberal members of the US commission on civil rights, and a new attempt by the Department of Education to reduce its own power to enforce civil rights within private universities.

In the latter case, the Government intends to change the definition of aid to universities so that Federal loans to students, which are then used to pay fees at the institutions, will no longer count as aid to the universities concerned.

At present the department is able to enforce civil rights laws only at institutions which receive Federal financial aid. But such a change would empower hundreds of colleges to ignore laws governing the equal treatment of blacks, women and the handicapped.

Library houses books by no more than a dozen British authors in the sections open to the general public, and bookshops carry only political material. Classroom language textbooks, which rely heavily on rote learning and memorization and very little on critical or creative thought, concentrate on politically orientated themes: slavery, unemployment under capitalism, racial discrimination and exploitation of workers.

The United States is particularly vilified, through such tear-jerking stories as that of a little girl having to leave school because her parents could no longer afford to pay the fees. "Oh, yes, sorry you aren't going to learn here for a year or two. Your father can't afford the payment," said Miss Arrowhead.

Britain ("an imperialist power, a member of the aggressive alliance of NATO") escapes lightly, with hardly a mention throughout the eight-year English language course.

The textbooks extol the virtues of academic learning, military training and productive labour. All pupils have military training at school—elementary weapon familiarization begins at the age of four—and all work for a time each year in the fields or factories.

The clean, neat, well-disciplined environment of the schools is impressive. If, however, children in Albania all look healthy and fit the country takes both health and education very seriously.

But the most political emphasis was more difficult to come to terms with. From beginning exercises such as "Put in the missing propositions": Down—imperialism! Down—modern revisionism! to the blacked-out faces of non-people (Russians, "imperialists" and Chinese—"modern revisionists"). In the school portrait gallery, we came away with a feeling of sadness that so much potential and enthusiasm for learning should be so narrowly channelled.

Gregory James



German teachers sign statements of refusal to serve in the army.

Duty deadlocked with doctrine on defence issues

WEST GERMANY

Paul Bendelow reports on a continuing battle for guidelines on peace education

After more than two years' controversy, West Germany's education authorities have yet to agree on joint recommendations for the teaching of peace and defence issues, despite growing public pressure for guidance from the top.

This month, the body responsible for coordinating school curricula nationwide, the Conference of Regional Education Ministers, will meet for a last attempt, before the summer recess, at producing a compromise formula on what has become known as "peace education".

So far, West German teachers venturing to answer pupils' questions on controversial topics such as NATO's defence strategy have had to rely on their own professional objectivity to avoid charges of political indoctrination—a situation regarded as unsatisfactory by many, including West Germany's Federal Council of Parents.

Official guidelines, the council believes, would reduce the danger of politically committed teachers promulgating personal ideas and interpretations of defence issues.

Education policy makers, however, have been unable to come up with recommendations acceptable to both the Christian Democrats and the Social Democrats—a failure recently castigated by the Bonn defence minister, Herr Manfred Woerner, as "a scandal".

On the other hand, the country's largest trade union, the GEW, has welcomed the lack of agreement. The union's chairman, Herr Dieter Wundt, has said that the absence of guidelines imposed from above, guaranteed teachers freedom of manoeuvre in this field.

Peace education has been the subject of acrimonious debate since the disturbances in 1980 surrounding public oath-taking ceremonies for new recruits to the Bundeswehr, the West German armed forces.

On both sides of the political spectrum, there was a strong feeling at the time that the task of national defence would become increasingly difficult, unless young people were better informed about the Bundeswehr's role within the West German democratic structure.

In December 1980, the then Social Democratic minister of defence, Herr Hans Apel, asked the education ministers' conference to intensify the attention given in schools to policies for maintaining peace, with a view to communicating the conviction that military service in West Germany serves the cause of peace.

Meanwhile, public opinion in West Germany was becoming increasingly

polarized over the East-West arms build-up and NATO security strategy—a development which has shaped the debate on peace education. In July 1981, 100 teachers in Bremen announced publicly that they would take no part in peace education in schools, which they believed would support existing deterrent strategy and the arms race.

A demand for disciplinary action by the conservative Christian Democrats in Bremen was not acted upon by the ruling Social Democrats, foreboding the rift between Christian Democrats and Social Democrats, which has widened with the growth of the peace movement.

In September 1981, teachers' representatives in Bavaria accused the regional education ministry of using peace education in schools as a weapon against the peace movement. Internal guidelines for examination assessment, they claimed, showed that for good results examination would have to support the status quo in defence thinking—a clear-cut example, in their view, of political indoctrination.

The two years since Herr Apel's approach to the education ministers' conference have produced a welter of proposals and counter-proposals from the Christian Democrats and the Social Democrats, accompanied by healthy doses of confidential minutes and draft recommendations aimed at embarrassing one side or the other.

The argument between them focuses on the position of the armed forces. Peace education, in the Christian Democrats' view, should aim to provide objective instruction in the Bundeswehr's role of securing peace, as laid down in the federal constitution. Their proposals describe a policy of defence readiness as realistic in the light of the Soviet Union's growing military potential and see military service in West Germany as the individual's duty.

The Social Democrats, on the other hand, are arguing for a wider definition of peace and want to see a broader examination of defence, including the arms race, and discussion of the peace movement and alternative strategies for peace.

After a further fruitless meeting of the education ministers' conference in March, the prospects for a settlement this month are remote.

The question is whether the conference's commitment to achieve consensus can outweigh the strength of feeling on both sides of the political divide. While it would be wrong to give the impression that the peace issue is the major preoccupation with West German secondary schools, it is an area in which feelings are running high throughout the country. So far, the structure of educational planning has failed to make what is controversial in society uncontroversial in education.

OVERSEAS

Ministers pledge to improve training

EEC

The Community has made a political commitment to education. Craig Anderson reports.



Differences over a 'social guarantee': Ivor Richard (left) and Norman Tebbit.



A clear political commitment to improve education and vocational training among the 10 EEC member states has come after a series of meetings between Community education and employment ministers in Luxembourg last week.

At the Community's first joint meeting between ministers of education and employment, the Ten gave their backing to the idea of offering school leavers and young people up to the age of 25 a guaranteed place on a vocational training scheme for an initial minimum of six months, with the possibility of further training later.

The accord is a partial success for Mr Ivor Richard, EEC social affairs commissioner, who launched the idea at an EEC level but who has been campaigning for a minimum two year "social guarantee".

However, the decision is a compromise between the points of view of countries like Italy and Ireland, who wanted priority given to those older than 18, and countries like the United Kingdom, who believe action should be concentrated on school leavers.

Mr Norman Tebbit, Britain's Employment Secretary, argued that the state should only assume responsibility for training immediately after the end of compulsory education, and that training facilities for those in their late teens and early twenties should be largely the responsibility of industry. He was also adamant that the commitment should not extend to two years, as Mr Richard has proposed.

In a separate round of talks, employment ministers finally reached agreement on a radical shake up of the EEC social fund, pledging 75 per cent of the current £1,600m

available to training projects designed to help the under 25s.

Commission officials now say there is certain to be financial assistance from Brussels to help pay for the social guarantee schemes already under way in some EEC countries including Britain, but exactly how much cash will be available is not yet clear. The Commission has already proposed increasing the value of the social fund by up to 40 per cent next year.

Linked with the commitment on vocational training was a recognition by both sets of ministers that not only did youth training have to be relevant in terms of technology and industrial opportunities, but that it should also be aimed at helping young people bridge the gap between school and working life.

A Commission-backed series of pilot projects throughout the Community, which has attempted to improve awareness and experience

of the various ways in which this transition can be assisted, was given firm ministerial backing.

A report on the first batch of projects which were wound up last year was presented to ministers during their joint meeting, and a new set of projects—five of which are in the United Kingdom—has now received formal backing, which means continual financial support from Brussels. Up to £10m has been earmarked to provide funding for these pilot projects between now and 1986.

Other decisions taken in the course of last week's two days of talks included a resolution to promote new information technology in education. The Community is to set aside money in its 1984 budget to join national education authorities in financing a number of initiatives designed to encourage the use of new technology in schools and in teacher training.

Ministers also agreed on a three-point plan to help stimulate greater mobility between EEC states among staff and students in higher education, by means of the increasingly popular and successful Joint Study Programme. The Commission spent over £175,000 last year in helping to finance projects and studies carried out between two or more colleges or universities in the Community.

In addition, the Ten recognize the need to encourage individual students to carry out parts of their studies abroad, the desirability of having professional people with linguistic capabilities being one of the most important factors in the minds of the ministers. EEC governments have decided therefore that from now on national grants for higher education should be made available to students considering spending some of their time outside their native country.

Racism in the outback

AUSTRALIA

Andrew Casey on efforts to reduce friction between white teachers and Aboriginal pupils

Teachers seeking positions in some state schools in the Australian outback will from next year have to sit a test regarding their attitudes towards Australia's black people.

The schools, in New South Wales, are isolated from each other by hundreds of square miles of desert and the Aboriginal pupils make up one-third to a half of the pupil body.

The white school teachers who take these classes often meet their first Aboriginals face-to-face when they arrive in the outback.

The isolation, culture clash, and the fact that the teachers are young and inexperienced, are the recipe for friction which characterizes many of these schools.

Although some Aboriginal women are trained as assistants to help the teachers, there is only a handful of qualified Aboriginal teachers in Australia.

The decision to introduce "special fitness" requirements is the result of a crisis last year at Bourke High School, 470 miles north-west of Sydney.

Three young white school teachers in a town of 3,500 people, one-third Aboriginal, were caught during an in-service teacher training course taking racist and vulgar audio tapes about their female Aboriginal students.

They were never punished. The incident was disclosed after the New South Wales Department of Education ordered an inquiry into a separate episode at the school, involving a clerical assistant who distributed a document lampooning the efforts of young Aboriginals trying to get jobs in the town, where Aboriginals are largely unemployed.

During this inquiry a white employee of a local radio station, who was sympathetic to the Aboriginals, brought up the incident involving the teachers. The clerical assistant apologized and the teachers were all moved out of town. None received the maximum possible penalty—dismissal.

The new selection criterion is a radical departure for state education in New South Wales. As a result of the Bourke incident, the NSW Teachers' Federation—the largest and most militant teachers' union in Australia—has agreed to bend its rule that all appointments to state schools are made strictly on seniority.

From the beginning of next year principals, head teachers and teachers in schools with a staff of only one or two, will have to be interviewed by a special selection panel for their jobs. If Aboriginals make up more than half of the total pupil body,

When the curriculum is politics

ALBANIA

The text being read for the British visitors began: "I was born in the working class. My place in society was at the bottom. Here life offered nothing but misery and poverty."

Our group of visiting academics and students watched as the teacher heard the pupils in the fourth class at Themistokli Gërmeti high school in Korça, south-east Albania, run through their "model lesson".

Then he asked comprehension questions: "How does the author characterize the ruthless exploitation of the poor by the capitalists?" "What did the bitter capitalist really teach him when he gave up?" "How does the author perceive the life up above him?" The pupils' answers came fast and fluent, with pat sentences and little syntactic error.

Suddenly, in an apparently unprecedented move, the headmaster, knowing that I was professionally interested in the teaching of English



All pupils undergo military weapons training.

as a foreign language, asked if I wanted to teach the class. Using posters adorning the classroom wall as stimulus, I managed to elicit some genuinely creative speech from the pupils.

Neither they nor their teacher had ever before spoken to a native-speaker of English, yet their confidence was admirable.

In Albania, 60 per cent of pupils choose English as their major foreign language—the alternatives are French and Russian—but very few ever have an opportunity to use it. Very little English language material is generally available; the National

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LETTERS

Pupil's plea on plan for separate Muslim schools

Sir - I am a practising Muslim girl of 17 years and I go to Belle Vue Girls school in Bradford. I wish to tell you that I strongly oppose the proposition that Mr Riaz Shahid, secretary of the Muslim Parents Association, has put forward concerning the establishment of Muslim schools. Many of my fellow Muslim pupils and I believe that this is wrong.

Mr Shahid has said on television that "no intelligent, sane, practising Muslim would disagree with him". This is just not true. There are many practising Muslim girls and their families with whom I have discussed this matter, who have said they oppose the idea of totally Muslim schools.

I feel that pupils, especially sixth formers, who are directly involved in this and are going through the education system in this city at this time, should be consulted. I am more than satisfied with the schools that I have attended, namely Whetley Middle School and Belle Vue Girls, and with the way these schools have adapted to meet the needs of Muslim girls.

There are two main reasons why I disagree with Mr Shahid's proposal. First, I believe segregation of Muslim children from other children in the school system can only lead to disaster. I know we cannot ignore the fact that racial prejudice does exist, but this move proposed by Mr Shahid would cause great setbacks

to the improvement of racial harmony. I also feel that this could lower the educational standards and greatly disadvantage Muslim girls.

I am studying chemistry, physics and maths at A level, and I am worried that this opportunity might not be open in the future, if the schools became all Muslim girls' schools. It would be a tragedy if Muslim girls were not able to reach their full potential, due to the proposal made by Mr Shahid.

However, there is one question I would like to ask Mr Shahid. How is he hoping to maintain the standard of education when it is unlikely that the present staff would wish to work in a Muslim school and there is a lack of Muslim teachers in this country?

The pupil governor of our school who is also a practising Muslim girl, held a referendum on the proposal that "The Muslim Parents Association wish to make this school a Muslim Voluntary Aided School". Forty-eight girls agreed to the proposal and 513 girls disagreed, saying they wished the structure of the school to remain the same.

If we are to live, earn and maintain our families in this country then it is absolutely essential for us to have some idea about Western culture.

BILQUEES REHMAN
Belle Vue Girls school
Thorn Lane
Bradford, 9



Integration... favourable to racial harmony.

Shared experience

Sir - One might be surprised at the unnecessarily virulent comments of the general secretary of the Association of Christian Teachers (TES, May 13), but no doubt he recognizes that the unique privileges of his Christian teachers cannot long survive in an open and fair society.

He makes three specific points in criticism of our letter (April 29). The first is a quibble based on a misquotation. We said that segregated education tends to produce intolerance in Northern Ireland. We did not overstate.

The second is a slur on the professional integrity of the NFER, which most fair-minded people will deplore. The third seeks to disrupt the prospect of harmonious education. Surely competent education in human relations must be based on an understanding of the psychological roots of morality? We did not presuppose that there is no more to the roots of morality than the human mind. This latter, as he points out, is a matter of

controversy, and neither it nor the contrary can be presupposed in state schools. As someone with long experience in RE, Mr Wilkins should be aware that the heart and essence of the British Humanist Association approach is "objective, fair and balanced". All our children would benefit if Christian teachers too would accept this ideal.

We entirely agree with Mr David Coulby's rejection of racial discrimination (May 13). Our previous letter was pointing to "the divisive effects of current religious segregation". We welcome him to the camp of those who deplore cultural domination in education. We have been fighting it for years. In our view, however, the answer is not to have a plurality of schools, each with its own religious and cultural domination, but to try to preserve and enhance the shared system.

MAEVE DENBY
General secretary
British Humanist Association
13 Prince of Wales Terrace
London W8

Poor relations

Sir - Reading R W Street's account of the library at Stowarda Comprehensive School (TES, May 27), one can only admire the enthusiasm and innovation shown by his staff in helping to reorganize and improve conditions of the library.

At no time, however, did he mention the word librarian. Could it be that the school, or worse still the education authority, does not give this most important centre of the school the status it deserves? It seems librarians are the poor relations in the educational establishment, seen as low priority even at secondary level. And yet the library brings together books and non-book material, coordinating, organizing and classifying information as Mr Street quite rightly points out.

Why, prior to the existence of the Library Development Committee, was the library seen as a dull place full of unexciting out of date books? Funds were apparently available for new material, and although the library was used as a class base this still doesn't explain the lack of coordination or organization. Could I put forward one reason and that is the lack of knowledge on the part of the school of classification and cataloguing its existing material. Have any of the staff ever had any training in library intervention? And if so to what degree?

PAMELA FERRIS
1 Mount Terrace
Taunton
Somerset

SAE please

Sir - Thank you for publishing an account of our "Pupils' Guide", for which I am receiving requests for copies. I am only too happy to oblige but may I request through your column that those interested send a stamped, addressed envelope large enough to take a booklet 11 x 17.5 cm?

I fear as in most cases the school does not feel that this area warrants a full time qualified librarian, or else states that it does not have the money to employ someone who would require pay and conditions of service equivalent to those of the teaching staff.

As someone who is about to embark on a three year degree course on librarianship and education I am becoming increasingly concerned at these conflicts in the educational establishment. I feel it is important to point out the need for suitably qualified, experienced people in this area.

Mr Street has shown that to promote a positive image of the library and gain the confidence of the staff and students it is vital to maintain the standards he and others have worked so hard to achieve.

I would be curious to know for how long, with pressures on his dedicated staff from work, exams and extra school activities, the library will be able to continue on the level we all hope and aim for. It is exciting to see sixth form study areas, displays for exhibitions, projectors, microfiche and computers, but I feel its success depends not only on enthusiasm but on the ability to maintain and use the skills that a librarian can offer.

T M RENOWDEN
Headmaster
Penrice School
St Austell
Cornwall

It is one thing for a Cornish school to give a lead and an altogether different matter to pay for it in these lean times!

Core integration

Sir - In your feature on YTS (TES May 13) you state that "trainees are likely to be concentrating on the core areas" in the 13 weeks off-the-job training. "Come on trainees, concentrate on your core areas!" I sincerely hope not.

Core skills (and, incidentally, you omit planning and problem solving skills from your list altogether) are seen as major learning outcomes in YTS and will be acquired throughout the programme, and probably mainly during the period of planned work experience. As core skills are thought to underpin very many human activities this is not entirely surprising.

Colleges, no doubt, have a contribution to make to learning in the core areas - though not, I hope, by organizing themselves on strategic subject lines. The core needs to be integrated into a series of planned learning activities designed to complement and extend the trainees work experience. If FE is to make a response to YTS which avoids the sterile divisions of many traditional courses, it may require fresh organizational approaches in FE, but it can be done, as the UVP programme and model good practice in YOP has shown.

YTS will only function effectively if there is close cooperation between the agencies concerned. Learning takes place in many different places, in many different ways, and may be assisted by all sorts of people. FE teachers are not the only ones whose help trainees to learn - others have an important part to play. There needs to be a partnership approach at all levels - if for instance, employers feel that number skill development takes place at the college, many fruitful possibilities for learning outside skills at work may be foregone. Indeed, such is the importance attached to this concept of integration by the MSC that they and the European Social Fund are jointly financing a major project with the intention of developing work-based training assignments to allow core skills to be assessed to standards in the workplace, to assist with the integration between work experience and off-the-job training, and to explore many other issues concerned with implementing the YTS.

ROY BOFFY
Project Leader Midlands Region
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LETTERS

A place for solid earth

Sir - Two recent letters (John Fisher, TES April 22, and Ian Morris, TES May 6) drew attention to the nature of the earth sciences as improving (albeit slowly); the need for an earth sciences component in school science teaching is becoming more widely recognized.

A seminar, held at the Royal Society in February for some 60 school science advisors, representatives of I.E.A.s and of the DES, emphasized the case for the inclusion of earth sciences within the school science curriculum and for the better integration of earth science concepts and materials in (integrated) science courses.

It recognized the challenge before teachers of geology as being that of constructing appropriate modules within such a course for pupils up to 16-plus. To design modules for O and A level work has been relatively easy; to do so for an integrated science course and for younger pupils is less so but it is none the less most urgent.

At the seminar mentioned above it was shown that geology modules for the early secondary school science course have already been set up in some enterprising schools and these appear to find favour with both teachers and pupils. Such modules,

however, are rare and still of a rather experimental kind, but they point the way towards the goal.

Both the Royal Society's solid earth sciences education committee and the Association of Teachers of Geology are concerned to see that a further prompt and positive response now follows. Better school science courses are needed, with the earth sciences taking an appropriate role and being taught by teachers with the right training. Earth science modules for inclusion in the secondary school science programme are seen by the Royal Society's solid earth sciences education committee as being of the utmost priority. Cooperation between teachers, advisers and examiners and others is necessary to achieve this and the work is in hand. It is hoped that Mr Morris and those who share his concern will not wait long to see progress towards it.

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Solid earth sciences
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Final assembly

Sir - I was very interested in your article on the surreptitious installing of nuclear attack sirens in schools (TES, May 20). I would like to point out the drawbacks of such a scheme in my school (Baysgarth Comprehensive).

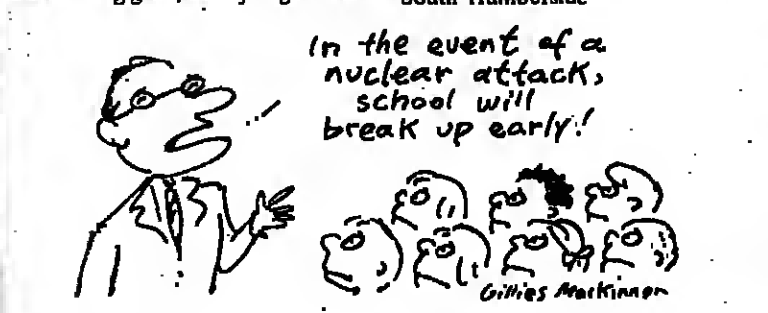
First, the actual noise made by the thing. We already have a siren which serves as a school bell, and since it's rather dodgy at the moment we are liable to sudden noises just the same as those you described.

Consequently, when the four-minute warning goes, we'll just go to our

next lesson...

Secondly, once we've worked out what's going on, what do we do then? Do our governors have a fall-out shelter built for 1,500 pupils, 90 staff and oddments, and provide adequate facilities for it? Don't tell me they can send us home to share our families' shelters: we've got a catchment area six miles in radius and it takes half an hour just to get the buses in. Or do we just all gather in the hall for a final assembly? What a way to go...

RACHEL D. OARDNER (age 15)
The Old Post House
South Ferryby
South Humberside



Hard lines

Sir - For the past 14 years I have operated the 11-plus in those parts of Shropshire where selection remains. The procedure has been honed and polished to take account of all the factors which ought to be considered and it would certainly bear Mr Naylor's description that it is a system "more accurate than A level" (TES, May 27).

But it's bound to remain an arbitrary and unsatisfactory business. Ask any headteacher who has worked on a selection panel. And it has to draw lines, hard lines, whether at the twentieth, twenty-fifth, or thirtieth percentile just where anyone will tell you the children are clustering.

So perhaps Mr Naylor will tell us all just where the rights of parents come into it. Or better, perhaps he can offer some advice to pass on to the disappointed and often distressed parents who come to see me every year when they've discovered that the system has not, will not and cannot offer them any hope of the school place they seek for their child.

PETER CATES
Assistant County Education Officer
Shropshire

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Exam timing

Sir - Mr Suddick's letter (TES, May 27) concerning the dates for the publication of RSA examination results and for the receipt of entries for subsequent series, is misleading. Unlike GCE boards, the RSA offers four series of examinations each year to meet the varying needs of different institutions, different students and different parts of the United Kingdom. For example, one series of examinations is offered in late April/early May and another in June. No one expects that the results from the first of those series will be available before entries have to be made for the second of those series.

The RSA consults frequently with institutions concerning the date of examinations. Thus we know that a centre would like a longer period of time between the issue of Easter results (last results posted on May 3 this year) and the closing date for summer examinations (May 11 this year). We have suggested that the Easter examinations should be held earlier, which would enable results to be issued earlier, but educational institutions themselves have resisted such a proposal for sound educational reasons, relating to the proper preparation of candidates.

To suggest, as Mr Suddick does, that "windfall profits" are produced is quite erroneous.

MARTIN CROSS
Examinations director
RSA Examinations Board
John Adam Street
London WC2

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FEATURES

NOVENA TRANTER

**Studied
indifference**

S K SMITH

Has he bought any of them? Well, he did buy a couple of paperbacks at the beginning of term, but he hasn't got far with them yet. In fact, they're quite heavy going, full of long words he doesn't understand, and boring. Besides, he got engaged last week and had to buy his fiancée a ring.

A black and white line drawing. In the foreground, a woman in a long, flowing dress and a man in a suit are looking upwards. The woman is on the left, and the man is on the right. In the background, there is a large, stylized, abstract figure with a long, thin neck and a large, rounded head, looking down at them. The drawing is simple and expressive, with bold lines and no shading.

hours with the relevant books in the "tied" section of the library, where there's bound to be a copy of everything he's been told to use? He looks quite upset. Reproachfully, he explains that he has always had this dread of libraries . . . it's so quiet, down there that he gets a headache. He was just the same at school! Confidentially, he admits that he was quite surprised when he actually passed his A levels, because his teachers

Racial fiction

RICHARD BROWN

But does it? Before my list was issued someone pointed out to me a controversial title on it, *The Slave Dancer* by Paula Fox. "Have you read it?" came the reasonable question. "To put it on a list is to imply a recommendation." "I haven't the time to read all this lot," I explained. "Besides, this

Next to be removed from my list were *The Cay* by Theodore Taylor, and *Sounder* by William Armstrong, both American novels written in the last liberated 1960s, the former also winning the Newbury prize, both published by Puffin, both interesting novels in which the racism is much more subtle.

S K Smith was, until recently, a tutor at Middlesex Polytechnic.

Wealth warning

MICHAEL McMANUS

Michael McMannus is deputy head of Woodside Special School, Leeds.

The sixteen blank spaces can now be filled by the appropriate prices. For example, 10 cigarettes cost 30p per day, £3.50 per week and so on. Older or more competent children can be left to do the exercise themselves. The younger or less arithmetically skilled will need help – perhaps the teacher will need to work through the entire calculation on the board. The children are always

grounds they act and speak largely like the indigenous whites, they seldom take the centre of the stage. They appear a few times in the background of the pictures in picture books.

The message of tokenism seems to be: kids from other cultures are OK so long as they fit nicely into the American mould.

Richard Brown is advisory teacher for English in primary schools at the University of Cape Town.

Michael McMinnus is deputy head of Woodside Special School, Leeds.

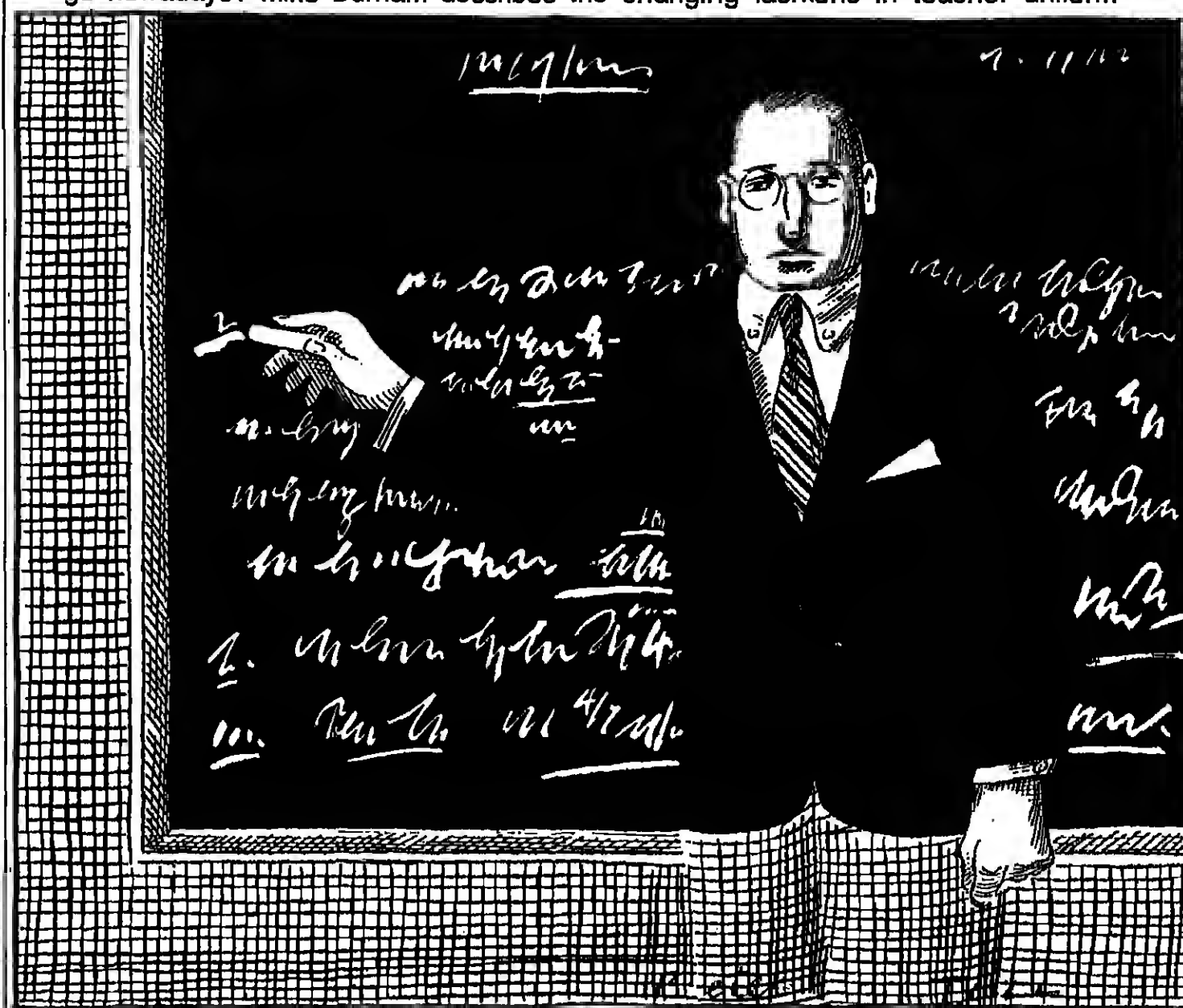
Maiden Erlegh, a big suburban comprehensive, was famous five years ago as the centre of

'Teachers, alas, have always been ragged about their clothes'

a teacher.

Dressing the part

What should teachers wear to school? Should they set an example or does anything go nowadays? Mike Durham describes the changing fashions in teacher uniform



But no, he didn't think it would make any difference to his teaching if he didn't conform. "I like to think that after 13 years I could go into class in a monkey suit, and still be able to get on with the kids."

tin-uo bomber jacket, red tee shirt labelled
Muswell Hill Runners with picture of running
shoe, grey-green cord trousers, red socks and
off-white shoes with a hole in the side) was in

**'Like a chameleon
the teacher will
simply blend in'.**

As women drifted in and out of the staff room

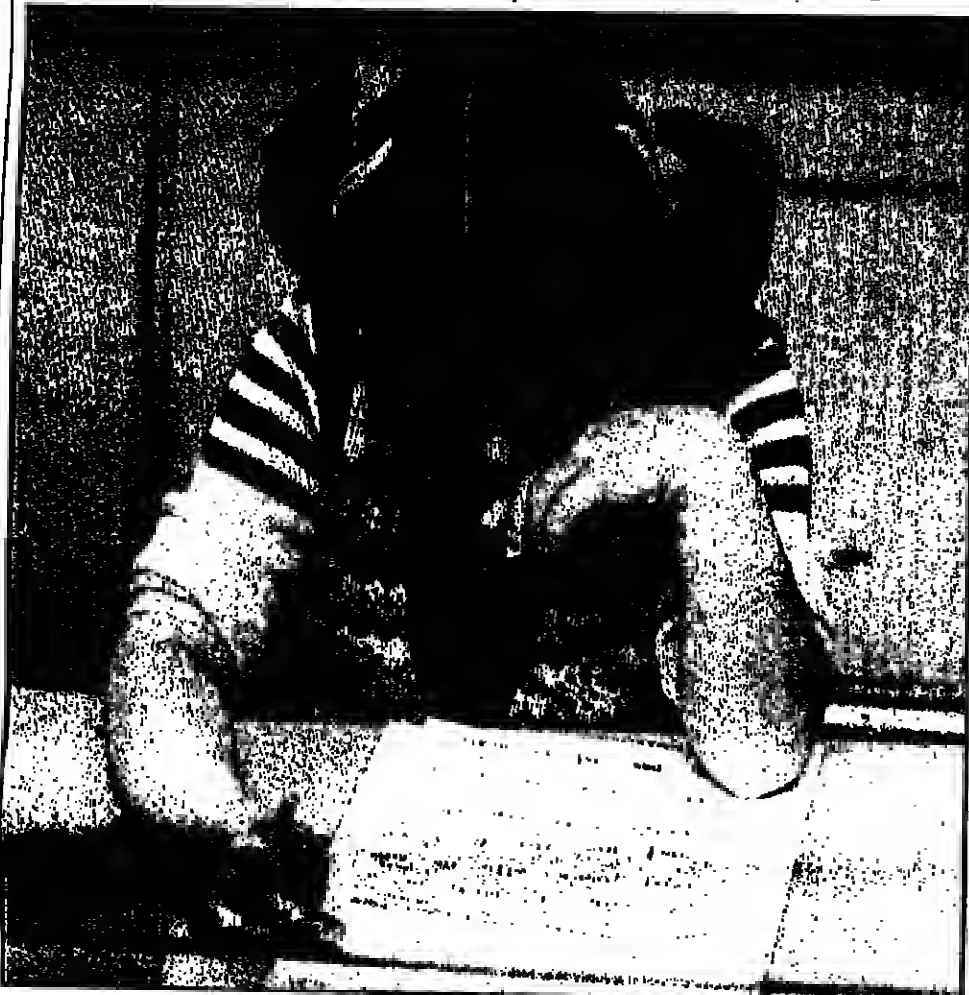
In a variety of bright coloured dungaree outfits above-the-ankle jennas and more conventional pretty dresses, a mole remarked that women teachers "got away with more". This was generally greeted as a sexist - but fair -

elbow patches. And probably still scruffy.

FEATURES

TAKE A LETTER

A pen-pal scheme started by the BBC is broadening outlooks in the middle years. Sara Parker finds



To most of the pupils at St John's Middle School in Stanmore, Northern Ireland was until recently only a place they heard about on the news—somewhere shadowed by sectarian killings and bombings. But now through an unusual pen-pal scheme initiated through BBC Schools Radio, the 12-year-olds at St John's have a chance to see the ordinary everyday face of the Province.

Since the beginning of the year, they have been exchanging letters with pupils of Templepatrick Primary, a small country school some 12 miles outside Belfast—and apart from the occasional reference to the violence, most of their news has been on a more personal level. "I know my pen-pal likes swimming and horse-riding, and lives on a farm," says one 12-year-old. "I think of her as a homely person because she's always talking about her aunts, her mum and dad, and her dog."

It is out of these tentative beginnings that teachers like Eileen Ireland at St John's hope for a greater understanding in the classroom of the world beyond the school gates. "I think children are by nature very insular, and anything one can do to extend their experience can't be a bad thing."

Apart from the obvious motivation for written work, Eileen Ireland has found ways of bringing the correspondence into other lessons. The pupils pored over maps to locate Templepatrick school in geography, pooled information for a classroom display and exchanged postcards to compare their London suburb with life in a small village.

The letter-swap was an accidental development of *In the News*, a current affairs programme for nine to 12-year-olds every Thursday on Schools Radio. Programme producer, Nick Whines, said: "Right from the start of *In the News* last September, we encouraged involvement from schools. A teacher wrote in suggesting contact with other schools and we mentioned the idea in one of the programmes."

They were immediately deluged with letters from teachers. Some wanted to correspond with schools in areas completely different from their own, others were looking for contact with a place they were planning to visit or a school with the same name as their own. At first Nick Whines used to mark every school with a pin on the map in his office at Broadcasting House. Now with over 400 schools involved, from those in inner city areas to a seven-pupil school on Foula in the Shetland Isles, the task has become virtually impossible.

Greater expectations

Kate Maxwell visits a primary school that candidly admitted its teachers were not achieving their aims and set about putting matters right.

Fred Taylor, head of Watergall junior school in Peterborough, compares managing a school to spinning plates: as chief it is up to you to get them spinning, but to keep them all in the air you need specially trained people to step in at the right moment.

Watergall was a new school in a new council estate in 1976. Many of the families moving into the area were relocated from London's dockland and are now working for local industries or are unemployed. The school shows no signs of such upheavals: it has an orderly, industrious and happy atmosphere, with well-mannered but open and confident children keen to explain how their caterpillar changed into a chrysalis one playtime. The ash twig drawn from life and the beautifully written accounts displayed on the walls are of an extremely high standard. Scéptics might even suspect that the teachers have had rather a lot to do with the show pieces.

Contrary evidence soon dispels such scepticism. This is work that the children have done themselves. Each piece is the result of the child's total experience at the school, not just of one or two sessions or even one term, but of continuity throughout the four years; continuity in standards of presentation, in teaching methods, in expectations and in performance.

When Fred Taylor opened the school he and his staff produced teaching guidelines based on

their agreed and set aims. The aims have not changed fundamentally over the last seven years, and they do not differ radically from most other schools' stated or unstated goals. What has changed is the way they go about achieving them.

Originally the curriculum guidelines, drawn up by the teachers with special responsibilities in consultation with the head, deputy head, colleagues and the county adviser, were circulated to all staff as statements of school policy. But Fred Taylor admits: "It soon became apparent that the teachers hadn't come up with the goods." He realized that the guidelines were inadequate—there was no explanation as to how the work should be carried out, which resulted in a lack of commitment to the guidelines from the teachers. They, in turn, were anxious because they realized the aims were not being met.

The guidelines were subsequently rewritten, taking more account of the ages and stages of children, and translating the aims into clear objectives with programmes of work for teachers to follow. The mathematics programme now contains a detailed breakdown of 18 stages for the four years of primary, complete with comments and resource references.

As a result, the organization and evaluation of the curriculum has become more standardized. However, "ours is a different system of evaluation from the question-and-answer sort which requires you to fill in the missing word," says Fred Taylor. He describes the Watergall approach as "in-the-wallpaper evaluation": the teachers with special responsibilities for various parts of the curriculum are continuously engaged in assessing what is going on in their particular areas.

Gill Gibson has special responsibility for art and craft, maintaining an overview of the work completed throughout the school each term. The other class teachers submit to her their plans of work for the term which they then discuss in detail together. This term she organized a painting workshop for the other teachers "so they experience what the kids experience". This also ensures that teachers will use the methods accepted by the school, so maintaining continuity in all subjects for all classes.

The four years in junior school are seen as a continuous progression, where the major themes for each subject area are developed throughout the period. Records are kept by the post-holders of the children's progress, the standards attained, and the areas covered.

Teachers don't come to the school ready-made. It takes them a while to get to know the workings of the school, and to build up relationships with the other teachers, during which time they are carefully prepared for their role by the head and deputy head.

"They have to strengthen their own area before advising other people," says Jenny Bell, deputy head, "as their classrooms are used as examples to the other teachers". Fred Taylor, using one of his many analogies, adds: "If you walk onto a new carpet with muddy boots the stains will be left forever."

Pauline Bellamy is in her fourth term at the school. Eventually she will be entirely responsible for project work in the school (history, geography, science). "I had to find my feet first and I was allowed time to get myself familiar with the school," she said. "In small stages I am gradually taking over my area. I couldn't just have arrived and said right, this is it. I had to find out exactly how the school worked, how it was managed."

She has been learning how to evaluate the

"We had many requests for off-shore island schools," he remembers. "If you talk about a school in the middle of Derby, it is difficult to imagine, but if you say a school on an island, it is much easier." A teacher until he joined the BBC 10 years ago, he says: "We've been trying to encourage schools to go for letter-swap partners in really contrasting areas. As well as providing children with a motivation to write, once the relationship is going, it will be explorative in curricular terms such as local history and geography."

Steve Noble, deputy head of Bradbury Green school in Stockport Manchester, is keen to use letter-swap to "broaden the friendship horizons" of his class and deliberately asked to be teamed up with a multi-racial school. "I work in an all-white school but I'm committed to multi-ethnic education," he said. When his pupils saw photographs of their Asian and West Indian pen-pals, there were embarrassed giggles and comments. Yet when he brought 13 of the pupils to London on a school trip to meet up with their pen-pals from Stonedown Park in Walthamstow, he found both sets of youngsters were relaxed in each other's company.

"When they met even the kids I thought would be shy mixed in. Something I am sure they couldn't have done if they hadn't been writing," he remembers. "They are from two completely different backgrounds. Not many of mine have unemployed parents and they come from a fairly comfortably off area."

Stonedown Park also gave his pupils a chance to get a better perspective of the capital through meeting Londoners. "It's meant they've looked beyond Stockport and found there are other kids just like themselves living two hundred miles away. Before they just had a vague idea about what London was like."

But correspondence between pen pals of this age is a precarious business. Teachers find, the under 10s are not usually able to sustain the necessary flow of letters, while those a little older are moving on to secondary education and few are likely to continue writing independently.

In the *News* can be heard every Thursday during term time at 11.05 on Radio 4 VHF. Teachers whose schools wish to join letter-swap should write to Nick Whines at Broadcasting House, London W1 1AA, giving a brief description of their school, its address and telephone number, the age and sex of the children wishing to correspond and the type of school they wish to swap with.

children's work by looking at it with the head and deputy, and by working alongside the other teachers in their classrooms. She has spent some time collecting resources, finding out what the other teachers need (mostly books and stuffed birds for project work at the moment) and visiting libraries, museums, teachers' centres and bric-a-brac markets.

Good relationships between all 12 staff are crucial to the success of the scheme; if the early stages are not handled carefully and slowly, resentment could develop—no professional will appreciate being told what to do by someone who has not yet perfected his own approach.

How do the other teachers feel about being told what to do by someone of equal status? John Yardley, the mathematics leader, says: "It is a bit of a surprise at first to find yourself being watched by your colleagues." This is soon overcome, however, as personal commitment to continuity throughout the school develops. Supervision in this context becomes supportive, not threatening. "It makes teaching much easier when people have special expertise in particular areas," he says. "We use each other."

Extra work is required of the teachers to make the system work, but all feel that the extra effort they put in is rewarded by their involvement and integration into the school. With the children's performance being so high they feel tremendous job satisfaction.

Fred Taylor believes that the greater involvement of the Scale 2 teachers, as long as they are properly trained in the school's aims and methods, leads to much higher standards all round. The post-holders can more thoroughly evaluate the strategies employed than the head teachers would have time for.

Watergall junior school is one of 12 Cambridge schools involved in a Schools Council and Cambridge L.E.A. management project in association with the Anglian Regional Management Centre and North East London Polytechnic. A manual based on this three-year pilot study providing guidelines for schools which wish to develop their own self-evaluation activities is due to be published later this year.

FEATURES

The Rochdale Cowboy

'Folk is full of ex-teachers,' the arch cocker of snooks Mike Harding tells Susan Thomas



Once a teacher...

What does John Cleese have in common with Rhodes Boyson? Or with Colin Welland or Sting, lead singer with The Police pop group? All of them are former teachers, now turned to other things. Hundreds of teachers do it. They don't all make big names for themselves but many find considerable satisfaction in the challenge of a new career.

In this new series *The TES* follows the progress of some famous and not so famous ex-teachers. Why did they go into teaching? Why did they leave? and what would they change in education?

You can see why they do it—give up teaching for show biz I mean. Tell anyone that you're off to interview some guru of the educational world and their eyes glaze over. "How interesting," they murmur, "seen the FT index recently?" or some such. But mention Mike Harding and it's "Carry your bags... tell him from me, we think he's great... I love the one about the little kid with the third eye on the end of his Willie!"

Off the telly, in his elegant, dark oak and leather, post-Crumpsall kid, residence, Mike Harding, musician, raconteur and snook-cocker extraordinaire, seems smaller, thinner and less iconoclastic. The single golden earring only slightly piratical. The red specs, an almost establishment hue. "It's the Big F coming up," he says, making his solemn, big-chin face. "Forty. The moment to reassess and exit stage left... don't want to start getting worse!"

In a series about teachers, Mike Harding is really the joker in the pack, the one that got away. He did the academic A levels bit, the "find your own feet in society" bit and the "mature student getting the most out of the course" bit. He was blooded on teaching practice, got his qualification and then just as his own seat in the classroom, mug on the draining board and certain promotion to a Scale two 1/2 music and literature were within reach, opted for a life of one night stands and possible penury.

He is not alone. "Folk is full of ex-teachers," he says. "Jake Thackeray, Jackie and Bridie, the High Level Ranters... Either that or they become revolutionaries and politicians. Most of them never go back."

The Rochdale Cowboy can't seem to keep away. He writes plays for children, poems for children, flirts with the classroom—talks to leavers about "the thousand and one jobs you don't get by going down any one of the 20 recognized career channels" and occasionally gets asked to speak at serious, grown-up educational conferences.

Why? Since he has never earned a single, honest, Burnham penny? Because he knows more about the delinquent, taboo breaking, 10-year-old lurking within each one of us than Midwinter, Holt or Piglet ever did. He also has his own ideas about professional standards.

Education, he told the recent *Guardian* Gulbenkian seminar, will never have any standing until it is a graduate profession with its own professional body to maintain standards, like the doctors and lawyers. And it is never going to get anywhere until it stops pretending we're all the same and starts nurturing excellence, whether it's music, football, languages or whatever.

He didn't set out to become a teacher. He didn't set out to become anything. A bright lad from working-class Crumpsall, he won a scholarship to a Catholic seminary, and once there wasted his opportunities. He lay about, taught himself the guitar and, it being the Sixties, spent most evenings skiffing.

"I left with mangy A levels in Guilt and Damnation... got married the next February and took a job on the buses. I loved those crazy travelling people. They'd get on with buckets of paraffin or a truckload of nine foot planks. Like the guy who gets on with a canful of petrol and no lid—'where d'you think you're going with that?' I ask him. 'Upstairs' he says 'I want to smoke'."

You don't ask if it's true in case it's not. In any case, he'd probably lie. The most outrageous stories in his shows are always followed by a straightfaced, "Strut, a strut" and the audience goes all quiet.

Caught in the status trap of two lousy A levels, he worked as a dustbin man, boiler scaler, road digger, carpet fitter and assistant in a bookshop. And at night he became a musician—folk, rock and skiffle all over the north—occasionally supporting the greats. Freddy and the Dreamers, the Hollies, once even the Beatles. He developed a deep contempt for authority

night making charts. No kid ever looked at a chart made by a teacher!

"But it was greater. We did dinosaurs and cavemen. Simultaneously. Egypt, and the industrial revolution in Chesham. We made a radio play. They researched it, scripted it, narrated it. It was like drawing teeth. We'd do all this work about the difference between the rich and the poor, then the mill owner would walk in... And his wife would say 'What time do you think this is to be comin' home. I've been slaving over 'twasitub and 't'cooker all day. 'Kids screamin' round me skirts and you come walking in now. Who do you think you are?' Acute observation but confused historical details."

"There were four marvellous years. I was old enough to take what I needed out of that course. I worked in the clubs at night, read the books I wanted to and wrote a thesis on street ballads. Some of that research rubbed off into 'Accrington Pals' and 'Christmas 1914', songs about north country lads in the 14-18 war."

College offered much more than qualifications. It gave him a love of research and the technique to do it, taught him that he could work day and night without coming to grief and the degree gave him the security to go it alone.

"In 1971 teachers' salaries were in the doldrums. We had two kids, my wife was finishing her teaching qualification and I was getting so much work that we decided I'd give it a try for a year."

A killing round of one night stands in folk clubs followed—300 one year. He wrote children's poems, penned the walls with rejection slips and did occasional tours for British Forces Overseas. Then in 1975 'The Rochdale Cowboy' made the charts. Mike appeared on *Top of the Pops* and subsequently took his one-man show out of the clubs, into the large theatres and on to TV.

A glutton for relaxation, he spends the summers writing books—the winters performing and the bits in between researching. He has 78 nights on tour between September 13 and December 12 this year. He has written eight books, five plays and produced seven albums. He specializes in discreetly evocative titles; "Furcoat and No Kneekers", "Last Tango in Whitley", "Captain Paralytic and the Brown Ale Cowboys". It is no surprise that he went down like tubs of Fosters in Australia.

But the "serious" side of his work is taking over. There are collections of folk songs and tales, from Lancashire, Ireland and the Appalachians, some already in print, some entrusted in the *Great Little Railways* programme; the once rejected poems are now demurely ensconced in the Oxford Book of Children's Verse—"that's a good feeling. Some of them came back from the OUP in the days when no one had heard of me"; and the latest research is for a straight book about the old, traditional Lancashire.

Can he remain anarchic? This successful business man with his own recording studio, office in uptown Manchester? Do iconoclasts get invited to pukka educational dos? Perhaps he can only survive by escaping. "Another 18 months and I'd like to be off. We might cycle round Egypt." And then? "And then write."

I suspect the schools will see more of him. For music, drama, travel and folk lore is the stuff of education. While he combines the roles of storyteller, jester and minstrel, this gentle, scholarly, charismatic man must be the best audio-visual aid we've got.

Next week: the novelist Lynne Reid Banks tells how she came to reject the "correct" way to teach English in favour of one that works.

ARTS



Trevor (Tim Roth) with Errol (Terry Richards) in a scene from *Mao in Britain*.

Four-pronged attack

Four new films by David Leland for Central Productions. National Film Theatre, June 9, 13, 16 and 18. ITV from June 19.

"Four new films"? Someone might have dreamed up a less feeble collective title than the one under which David Leland's quartet is listed in the NFI programme guide, for seldom has any case been argued more coherently than in this four-pronged attack on the educational machine. And it is as a machine that Leland depicts our educational system, an instrument by which society enforces conformity. No longer able to offer worthwhile employment, it invites resistance and the more it is resisted, the more it is forced to reveal that it is only a cog in a mechanism for repressing dissent: when exhortation fails and the rider is deprived of his carrot, he must resort to the whip.

A similar pattern of mounting institutional violence is displayed in each of the films, culminating in *Birth of a Nation* and *Mao in Britain* with the gentler persuaders having to step aside for the police, in *RHINO* with the humiliation of a non-conformist and in *Flying into the Wind* with the forced integration of the central character into a school system which clearly has nothing to offer him except processed knowledge in place of experience. This last film is a pastoral, Leland's most direct appeal for de-schooling society and in some ways a weak link in his argument since the alternative it suggests is too blatantly idyllic to be credible.

None the less, *Flying into the Wind* is a step in the argument and, apart from that, an absorbing film, including one delightful episode in which the Judge (Graham Crowden) finds himself in a sinking boat with Michael (Adrian Wagg), the boy whose non-attendance has been sent to investigate. "It is not a punishment to be sent to school," he tells him. "I am here to protect

your rights." For a moment one suspects that this blatant untruth will bring retribution, but Michael's upbringing has not taught him violence and the judge survives to get a warm bath and a cup of cocoa. Michael ends up in school.

Violence, however, is endemic in the system depicted in the other three films. With Trevor (Tim Roth), the skinhead in *Mao in Britain*, it generates a sustained discharge of hatred that reaches heroic proportions; so much so that it is difficult not to applaud Trevor's refusal to accept the social contract he is offered and to admire his anarchic stand. Angie (Dolma McLeod), the less articulate black girl in *RHINO*, is equally resistant to pressure and equally persecuted: "you're my problem," she tells her well-meaning education welfare officer, to underline the view that it is the imposition of social norms that creates misfits.

The only one of these films set mainly inside school is *Birth of a Nation* which analyses the dilemma facing those at the soft end of Leland's mechanism of repression. If, like Twentymen (Bruce Myers), you attempt to subvert the system from within, or, like Griffiths (Robert Stephens), to moderate its effects, you must ultimately suffer the consequences: the only answer, Leland suggests, is to follow Figg (Jim Broadbent) and opt out altogether.

There are certainly grounds for not accepting Leland's pessimistic analysis and not following him to the extremes of his liberation deduction from it. As with all documentary dramas, the viewer may suspect that art is being used to load the argument and that there is some partiality in the choice of situations to illustrate it. These four films are compelling, intelligently written, directed and acted. Few people involved in education would deny that the questions raised are real or that the case is made here with exceptional power and persuasiveness.

Robin Buss

Genius and evil-doing

Mozart and Sallieri. Purcell Room.

Mozart's last year formed the background to a further chance to hear a dramatized reading of Antony Wood's translation of Pushkin's poem *Mozart and Sallieri*, framed by the music of Antonio Salieri (his 4 *Scherzi instrumentali*), his less well-known nephew Girolamo, and Mozart himself (the Clarinet Quintet in A Major K 581), played by the Amphen String Quartet with clarinetist Anton Weinberg. It is not difficult to distinguish the genius from the craftsman who "checked his harmony by algebra". Yet the serious music critic could conceivably be too hard on the younger Salieri who could make an eighteenth-century audience (and a Purcell Room one too) rock with delight at the musical acrobatics in the *Andante* and variations for clarinet and strings. Certainly Pushkin does not seem to have been totally without sympathy for the older Salieri, who achieved fame not as a composer but as Mozart's assassin, safe in the knowledge that "genius and evil-doing do not go together".

An interesting glimpse of Mozart in his time, this programme could well be repeated for the benefit of students of Russian (for whom the play is a London A level text), music history and drama, or anyone looking for additional comment on Schaffer's *Anodens* which is based on Pushkin's poem. Antony Wood's

translation is available from Angel Books, 3 Kelross Road London N5, price £2.95 paperback, £5.95 hardback.

Die Zauberkiste. Westminster School.

On the comparatively rare occasions that opera features in the pre-examination music curriculum it is a safe bet to assume that the listening repertoire will include "The Bird-catcher's Song" from Mozart's *The Magic Flute*. But were a school to attempt a stage production of just one scene, giving those children for whom opera is an unreal experience a chance to participate, some of the barriers might well be broken down. Westminster School chose the daunting task of staging the opera (suitably cut) and the result was a freshness, colour and spontaneity not always found in the wearier amateur or even professional productions. Though the principal roles were wisely undertaken by professionals (one of the three ladies had to be substituted in Act II because of a pressing engagement in WC2), "geniuses", animals, birds, chorus, orchestra, lighting, costumes and props gave scope for the lower school as well as the senior to contribute.

Producer John Field elected to perform the arias in German, making a stand for opera in its original language, with recitative in English to ensure maximum involvement of audience and cast in the action on

stage. This was a magical *Zauberflöte* with darker masonic undertones (unwarily thought to be of dubious importance in an understanding of the opera) kept well in the background. The many scene changes gave set designers and scene painters (over 50) the opportunity to indulge in multi-coloured mountains, minarets and mossy gardens supported by a lighting and technical crew who deserve special mention for such moments as the Queen of the Night's first appearance, satanic and glittering through pining rocks, and the last scenes where evil is banished amid thunder and lightning and absolute truth triumphs in bright sunlight.

Of the leading roles Tamara (Gerard O'Beirne) was the most impressive, singing with a purity of tone "Dies Bildnis ist bezaubernd schön"; together with Pamela (Joy Puritz) they made an engaging pair of lovers. Richard Morris was a dignified Sarastro (despite difficulty with some of the notes in the lower register). Charles Taylor and Evelyn Tubbs played Monstrosos and Pispagano for laughs (and got them) while the Queen of the Night (Dorothy Maddison) tackled her Donizetti Lucia rather than a Wagnerian Brünnhilde. Alan Luff bewildered, bumbling Pispagano, though a shade too gentle-voiced even when singing directly to the audience, helped to make this a cheerful, friendly production of Mozart's last great opera.

Philippa Davidson

Mixed bouquets

The Summer Exhibition 1983. The Royal Academy until August 28.

In the absence of any artistic unity, the organizers of this year's RA Summer Show appear to have sought a middle way. Banned on either side of the main staircase and gathered into large bouquets in several galleries, there are so many blooms that the visitor might be forgiven for confusing Burlington House with the Chelsea Flower Show. Anthony Green, a current favourite with the crowd, even surrounds his self-portrait with a weighty garland and then, as if to illustrate the worm in the bud, half-conceals himself in the undergrowth of a suburban back-garden, lasciviously ogling a bare-breasted, supine woman sunbathing herself in the doorway of a plant-lined greenhouse.

Without flowers or any suggestion of natural form, some of the exhibits among the architectural projects nevertheless recall the palmy



Allen Jones: "Paso Doble", silk-screen print.

days of Paxton's glass-house designs. For, surely, it is his achievement in the Crystal Palace that stands behind the high-tech wit and brilliance

of Richard Rogers' regrettably rejected proposal for the National Gallery extension. Surrounded by examples of fashionable, revivalist eclecticism, his model and drawings offer an opportunity to compare what we might have had with what we seem likely to get.

Sculpture, like architecture, is not usually well served at the RA but if there is nothing in this category to compare with Rogers' three-dimensional invention, the diversity that has made the Summer Show our most representative annual exhibition of painting does seem to have encouraged a more varied and vigorous submission this year. Michael Kenny's cupped and angled reconstruction of an "Unnamed Person" presents a very different receding figure from Anthony Green's, while John Clinch's punk portrait, bust, "Head of CD", manages to combine classically compact form with anarchic imagery in a way that might serve as a metaphor for the entire exhibition.

Michael Clarke

A will to survive

Men Should Weep. 7/84 Theatre Company, Scotland. Theatre Royal Stratford East until July 2.

"Nae jobs for the man but plenty of work for the women" is the theme of 7-84's fine revival of Ena Lamont Stewart's *Men Should Weep*. Originally written in 1947 for the Glasgow Unity Theatre, the play is set in the East End of Glasgow and centres on Maggie Morrison and her struggle to bring her family through the depression.

With father out of work the family's sole income is provided by women - Maggie's cleaning, a daughter's fruit shop wages, a sister's charity and granny's pension. Consequently the play centres on women and their sexual, domestic and economic role in the slum life of Glasgow in the thirties. There is no idealizing of women in the play; they are often portrayed as bickering, ignorant and put upon by the menfolk who wait off stage at the

brood for casual labour. What the play does celebrate is their humour, their spirit and their indomitable will to survive. The writing is undoubtedly old fashioned but Gies Hävergal's forceful production sidesteps the traps of sentiment and melodrama using a fierce, almost declamatory style. Elizabeth MacLennan's portrayal of Maggie is stunningly but simply effective; the ensemble playing, breathtakingly paced, is stunning. *Men Should Weep* is a warm-hearted play with obvious (and chilling) reverberations for women in the eighties.

Nick Baker

Two new additions have been made to the Oxford Topics in Music series (21.75 each). Medieval Music by Joan Arnold and Jamaican Music by Michael Burnett both offer illustrated accounts bolstered by questions and projects ideal for class work for 11 to 14 year olds, and for reference at O-level.

Next week

D A N Jones on Frank Kermode's literary essays; Robin Buss on H H Stern's *Fundamental Concepts Language Teaching*; Politics: Alex Porter takes a critical look at the current front-runners among politics textbooks; special reviews of a wide variety of central and ancillary texts.

STAND a quarterly of new writing. "Model in format, ambitious in range, content of first without being too long. Good value for money." - *THE TIMES* 2nd February. In our Summer issue, just out, poems by C. D. Lewis, E. E. Cummings, and others; stories by E. E. Cummings, E. E. Cummings, and others; and a special section on the demands of universities, industry and commerce, both aspects of language.

BOOKS

One kind of hero

Richard Hoggart on A S Neill

Neill of Summerhill. The Permanent Rebel. By Jonathan Croall. Routledge & Kegan Paul £12.95.

Simply to mention Neill and Summerhill still brings out fighting the educational romantics and the educational Gracchus in about equal numbers. So it's a pleasure to welcome a biography which steers firmly but not uncompromisingly between the two, is frank about faults but aware of virtues, and is always cool, unheroic and unadorned. As a result Neill comes out not idealized but as on the whole a good man. I believe there's a prize for the best biography of the year; Mr Croall should be a good runner. His book also, incidentally, interplays remarkably with Dora Russell's fine autobiography.

The author even manages to avoid much amateur psychologizing and that can't be easy since Neill's family background richly prompts it. A cruel father, a snobbish mother, a host of siblings, not enough money to go round, an atmosphere of rigid Scottish puritanism, especially towards sex - all that easily looks like a ground from which Neill reacted into his mirror image, libertarianism, permissiveness, an early form of the Alternative Society. Too easily, he retained elements of his origins, as we all do, to the end of his life. He was in some respects a boss, as Eric Fromm noted: "The thoughtful parent will be shocked to realize the extent of pressure and power that he is unwittingly using against the child."

In the first part of the book Mr Croall is so sparing of interpretations that when, now a young man,

Neill suddenly begins uttering those huge philosophical and psychological generalizations to which he was addicted for the rest of his life we are taken by surprise. He seems to spring almost fully armed out of that dreadful little village.

His story is part of the fabric of recent British cultural history, its decisions, its debates. This was especially so during the thirties. Coming fresh to this book from discussing Auden in a seminar I heard echoes all the way of the thirties seen not only as a "time of crisis and dismay" but as a sort of progressivist "golden age". A typical key figure is Homer Lane whom Auden admired and Neill revered: Lane's Little Commonwealth provided many a model. "Lawrence, Blake and Homer Lane, once healers in our English land" are all dead, said Auden with characteristic thirties' stagey grandeur. "Killed in action by the Twickenham Baptist Gang", Neill, Auden and many another took from Lane in particular the idea of a fundamental urge towards "love". On that Neill pinned many of his assertions about the fundamental goodness of children. Auden celebrated the idea in several poems during the thirties. One of the purest forms of "Oh Love, the interest itself in thoughtless Heaven/Make simpler, daily the beating of man's heart".

Predictably, when Neill got into trouble with the authorities all the stage figures in British liberal attitudes at the time put their names to letters of protest. "They would, wouldn't they," said his detractors, also predictably. He gave them a lot to be destructive about. His was a world of key phrases, some his,

some borrowed, and all used so much that they became jargon-slogans - phrases about the original goodness not the original sin of children, about "learning through play" and "innate creativity", phrases such as "badness is sickness", and the all-time favourite: "The artist is not a special kind of man: every man... etc." So it goes on, romantic, star-gazing, sometimes rather loopy, and often badly bowdlerized by Neill's imitators.

Such criticisms have a lot of truth in them. But when you set, for example, the attitudes of many school inspectors when Neill was a child against the attitudes of their successors over the last 40 years or so you realize how greatly Neill-inspired attitudes have permeated. All credit too to the EMT's who adapted the best of Neill's ideas in their own approach to schools which could never actually emulate Summerhill even if they wished to. It is partly as a result of Neill's work that schools, especially local authority schools, have so changed in their attitudes towards children and on the whole changed for the better. Their attitudes towards knowledge and the disparity of gifts - the artist and intellectual precisely as special kinds of person - are a different matter.

In a way Neill took things both hard and easy. Hard because he did look after problem children with immense patience and had some success with them, as he did with artistically gifted children; the two successes are presumably related. He had things say because he took in predominantly middle-class children of parents who were on his side and

gave him plenty of rope. Neither the local i.e. a nor parents anxious for good A levels and Oxbridge entry breathed down his neck. We are reminded of Hechinger's statement that Summerhill was not "a model for mass education". It was deeply relevant but needed, as I've said, very sensitive adaptation. Neill, he recognized himself, never fully faced that right, social class-school-university-major professions band which still sits far too firmly on British life and which most people ignore or play down. Especially today, any reference to these strong lines of privilege brings out the "new Tory philosophers", as they are too grandly called, reaching for the routine words of dismissal: "rancorous envy", "jealous levelling", "romantic liberalism" as against "freedom", "choice", "initiative". This is often a rancorous and self-righteous defence of an unjustifiable system. By contrast, Neill's generosity and charity shine through the more for all his manifest and manifold silliness.

Wayward, sometimes simplistic, endearing, he was a sort of holy fool, capable of denying the obvious for years and then suddenly appropriating it. "Having for years insisted that children should come to Summerhill at the earliest possible age he suddenly announced to Reich, without any apparent awareness of his volte-face, that at least until they were five, infants 'need to be with their mothers for love and warmth'". But by then he was in his sixties and had not long had his only child.

Still, Neill is not to be patronized. At bottom he had a tough and very selective intelligence and great intel-

lectual energy. He could see his own weaknesses and how much his ideas lent themselves to misuse: "The trouble is that so many of the advocates of freedom are sick, especially about sex". This apropos the difficulty of criticizing his siller disciples, which he wished to do, without, as he said, "handing a gift to the Thatcherites". An understandable dilemma. Agonizing about his daughter's homesickness after he had sent her away to school, he said to a friend: "Dear, dear, I blush to think that I once wrote that a child is homesick when he comes from the bad home". There were elements of timidity and even cowardice in him. About all this his critics often took a malicious pleasure. But his friend Reich was nearer the truth when he said, after reading *The Problem Family* in manuscript: "A very good book written by a child 64 years old; honest, playful, frank; full of love for children."

The final effect is to make Neill neither a god nor a guru but certainly one kind of hero, though a rather sad hero. His greatest failure stems from that reluctance to recognize the importance of and to heed his experiments in the social soil, with all its foreign bodies. Being virtually unattached to the clarty social "thinness" his experiments were in the end, for all their great incidental virtues, rootless plants.

But all in all Neill was and still is a force for good. We are bound to wonder what he would be doing now had he been born 50 years later. He would, I hope, have gone to a city comprehensive or to a more rural but still experimental place such as Countesthorpe.

Pulling them out

Tolstoy on Education. Tolstoy's educational writings 1861-62. Selected and edited by Alao Pinch and Michael Armstrong and translated by Alan Pinch. Athlone Press £18.00. 0 485 11198 5.

"When I enter a school and see this crowd of... children with their bright eyes and often angelic expressions", alarm and terror come over me, not unlike what I'd feel at seeing people drowning. How can I pull them out and who should I pull out first?"

Tolstoy's rescue operation began at home and was brief but dramatic. He set up classes for the sons of serfs on his estate, first in 1847 and again in 1859. Within the few years of the school's intermittent duration, Tolstoy's unorthodox teaching methods attracted so much public suspicion and official censure that he launched a monthly journal, which ran for 12 issues, in order to explain and defend himself. In addition to impassioned polemic, observations of individual children, and reports of lessons and conversations, this translation includes stories written by his pupils and the reminiscences of one of them in old age.

Tolstoy's experiment still presents a challenge to traditional practices in the profession. "Reading round the class" is a waste of time, he discovered; questions on what has been read destroy the comprehension they are intended to promote; tests are futile; all grammar exercises produce boredom. Old Testament stories are interesting; Russian history, battles apart, is not. Moral exhortation encourages hypocrisy, while the certainty of schoolmasters that the punishments they inflict are legitimate and efficacious is itself a crime.

Left to themselves, the instinctive judgment of peasant youngsters would enable them to settle disputes and to choose what and how they should learn (Tolstoy even admired their spontaneous misogyny and chauvinism.) His faith in the common people was matched by deep distrust of teachers, whom he considered generally authoritarian and dogmatic, ever inclined to suit themselves with repressive approaches, to coerce children into imitating them, and to surround the school with a Chinese wall of bookish learning that excluded life.

Freeing the young, meant constraining the staff, and the student-teachers Tolstoy hired rarely stayed long. He must have been an impossible colleague, as is usually the case with charismatic pioneers. But even in print, his controversial ideas retain some of the power recalled by a former employee: "I have never met a man capable of firing another mind to such white heat."

Marion Glastonbury

One-man act

Khrushchev. By Roy Medvedev. Basil Blackwell £9.50. 0 631 12993 6.

They have officially forgotten him in Moscow, but the West retains a soft spot for Nikita Khrushchev. He was a monstrous bully and an alarmingly erratic statesman, not a nice person at all. He was also talkative, jolly, emotional, fallible, often ridiculous; altogether more human than any Russian leader since Peter the Great. He was physically and socially the reverse of his awesome, unapproachable predecessor. His dumpy, comic figure and lively antics endeared him to western photographers and may have helped save him from Stalin's jealous fears.

Like Stalin, Khrushchev was a one-man revolution. His personal report to the Twentieth Party Congress denouncing Stalinism, coupled with the mass release of millions of prisoners, ended a black phase in Russia's history and established a new style of leadership. But as an administrator he was a disaster, making mistakes on a scale only possible for the absolute ruler of three hundred million people. Hare-brained economic and administrative schemes were pushed with the enthusiasm of an amateur expert who relied on intuition, who had neither time nor temperament to heed advice or understand the consequences of his actions.

Roy Medvedev's biography skates over the blackest comedy, and does little to set Khrushchev in historical or world perspective. Written within the limitations of the Soviet world, it relies heavily on Khrushchev's own remarkable memoirs. It is fullest on the intrigues by which Khrushchev out-manoeuvred his rivals, and was in turn out-manoeuvred.

Khrushchev's Kremlin heirs, wiser and more careful, have rejected his example. But the Dictator Liberator will be remembered, and with affection. He made life pleasant for most Russians, and he allowed the world to breathe a little more easily.

Tom Carle

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BOOKS

The real Graham Greene?

Monsieur Quixote. By Graham Greene. The Bodley Head £5.95. 370 30923 5.

The Other Man: Conversations With Graham Greene. By Marie-Françoise Allain. Translated from the French by Guido Waldman. The Bodley Head £6.95. 370 30468 3.

The enduring popularity of Graham Greene's writings is one of the great success stories of our time. Penguin have 30 of his titles currently in print, and in his late seventies, he is still writing with undiminished power, each new book eagerly awaited. But conceding he is almost certainly our greatest living novelist, an essayist and travel writer of distinction, and the author of two compulsively readable autobiographical volumes will not account fully for his status. We are teased by his elusiveness: we cannot quite grasp the total personality of this shy, protean author, jealously guarding his own privacy, living paradoxically, holding beliefs that, even on fundamental issues are full of self-contradictions which he feels no compulsion to try to resolve, holding as it were in solution both elements at the same time. Yet we remain reluctant to believe that behind a writer of such imaginative power and clarity there is not, somewhere, a unified personality with a consistent point of view - the real Graham Greene - and so we read on, hoping to discover him.

This quest is the subject of Marie-Françoise Allain's book: and, perhaps surprisingly, more than a little help to attaining it may be found in his latest novel, *Monsieur Quixote*.

In *Ways of Escape* (1980), claiming to have "discovered Comedy" in his "blackest book" (*A Burnt-out Case*), Greene added: "I found myself in that tragicomic region of La Mancha where I expect to stay." - a comment that finds its metaphorical and literal fulfilment in *Monsieur Quixote*, its eponymous hero embodying the double paradox of the comic and the tragic, the fantastical and the realist in a parable rather than a parody of Cervantes' masterpiece, the most paradoxical of European classics.

Greene's hero, parish priest of El Toboso, raised to the dignity of Monsignor through the machinations of the Bishop of Motopo, and subsequently dismissed by his own bishop for it, sets off with his Sancho (the Communist Mayor) on a holiday during which his adventures echo, in modern guise, the exploits of his "ancestor". It is a book that is hilariously funny, occasionally wistfully sad, and in its ending deeply moving. When Father Quixote says of that "ancestor", "He was only a fiction, my bishop says, in the mind of a writer," the Bishop of Motopo, in *parabola infidelium* (1) replies, "Perhaps we are all fictions, father, in the eyes of God". This thought reverberates through the book. Pilbeam's: "I haven't much time for fictions. Facts are what I like," earns Father Leopold's gentle rebuke, "Fact and Fiction - they are not always easy to distinguish." A hard saying? And yet those who do agree with it may well find here the heart of the matter as Greene sees it: fact and fiction as only different aspects of Ultimate Truth.

Mlle Allain starts her quest with two great advantages: she appears to have read practically everything Graham Greene has written; and she is the daughter of a personal friend of his: Yves Allain, distinguished French Resistance Leader, brutally murdered in mysterious circumstances in Rabat in 1966. Greene regards her as a friend to be trusted rather than a journalist to be deceived, and he finally invites her to join him in dedicating these "Conversations" to her father's memory. They were published in France in 1981 as *L'Aure et son double*, and now here in translation as *The Other Man*.

But the reliance of a lifetime on the enthusiasm of the blue, there is little here, with one important exception that is new in essence. Nor let me hasten to add, that Mlle Allain is to blame. Greene does not know himself, nor want to. Contradictions in character? "We each contain several characters. I don't fight them, I accept them. To find no 'integrated' person you'd have to look in a lunatic asylum." Repeatedly he urges her to look in his books:

they are his children and it's there she will find him. There is an epigraph for all his books he assumes her: a line from Browning's *Myself*. *Biography's Apology*: "Our interest in the dangerous edge of things." "The dangerous edge of things remains," he declares, "what it has always been - the narrow boundary between loyalty and disloyalty, between fidelity and infidelity, the mind's contradictions, the paradoxes one carries within oneself," stemming, one might add, from his acknowledged manic-depressive temperament, and applying nowhere more centrally than to his religious beliefs; and it is where these conversations focus on his Catholicism that Mlle Allain has new and important things to tell us. At first he refused to talk about it at all. "Catholicism for him is a private affair, not to be discussed." He is not, he maintains, a Catholic writer; only a writer who is a Catholic. How she overcame his reluctance and whether the penetrating nature of her questions ultimately compelled response we do not know, but the result is the story told in the complexity and detail as never before of the conflict between his intellectual based adherence to Catholicism and his struggle to keep his intellectual liberty inviolate within it. "He reflects," she concludes, "the image of a tormented, wavering, but ineradicable faith, the product of his paradoxical universe." For all who would understand Greene, his writings, and his "paradoxical universe", this eighth chapter of her book is obligatory reading. Graham Greene has mellowed but he has not basically changed. In the course of these "conversations" he admits there may be aspects of himself in the whisky-drinking child-begging priest of his greatest novel, *The Power and the Glory*. It is, in the light Mlle Allain sheds on his Catholicism, stretching paradox too far to find him also in the moving end of the priest in his latest novel? I do not think it is. Perhaps, in the combination of the two with the revelations of Mlle Allain lies the nearest we shall ever get to the real Graham Greene.

Hermann Peschmann

Short works

D. H. Lawrence: St Mawr and other stories. Edited by Brian Finney. Cambridge University Press £25.00.

St Mawr has all Lawrence's characteristic strengths and weaknesses. It shows devastating insight into people's conscious and unconscious minds. It is written in Lawrence's fluent, flexible, imaginative, wholly original prose. Its descriptive effects are often superb. It is repetitive and obsessive, and includes ludicrous dialogue. Lawrence's poor hapless characters make remarks like, "A pure animal man would be as lovely as a deer or a leopard, burning like a flame fed straight from underneath." It is quite without humour. (It is fascinating to speculate on how Lawrence with a sense of humour would have been like a bitter-sweet, a Swiftian irony, making his scorn and contempt for modern humanity deadlier still? Or would the hate and rage have been tempered and the insight linked to compassion, have produced 'works' of Shakespearean range and perception? Either way, he would have been a greater artist.)

St Mawr, a short novel, was written in 1924. It is published in this textually definitive edition with the other short fiction written between 1922 and 1925: *The Overtones*, *The Flying Fish*, *The Princess and the Pea*. During this period

Lawrence was living in the US and Mexico and these works, as Brian Finney says in his introduction, "make use of American settings and reflect the impact that the new landscape and its peoples had on Lawrence's outlook and writing. Modern men and women are brought into stark contrast with the impersonal, ageless landscape of the American continent and its inhabitants".

Brian Finney gives further biographical background to the writing of the fiction but attempts little additional literary criticism or analysis. He gives detailed accounts of the genesis, dating, evolution and reception of each work, with excerpts from letters, "outlines" and reviews. The contemporary reviewer had, by and large, got Lawrence's measure.

"His intuitions, so profound once, seem to have become falsified," said Edwin Muir, in *The Nation and Atholstan*. "His women talk as only he himself writes in the more didactic pages of his books."

The introduction is useful and worthy but rather dull. It seems to be for the dedicated Laurentian, not the novice. The footnotes, on the other hand, are for the complete ingenu: How depressing, if true, that modern readers need to be told that "white flannels" are "trousers worn in the summer" and "bobbed hair" is hair "cut short".

Frances Hill

US views

America In Search of Itself. By Theodore White. Cape £10.95.

America: Americans. By Edmund Rabe and Tony Thomas. Collins £12.95.

Theodore White has now been closely observing the making (and in Jimmy Carter's case, unmaking) of American presidents for 25 years. This book ends the series, but also very usefully - provides a summary of a quarter of a century of American politics as seen by a leading popular commentator in an accessible and readable form.

White gives an inside view of the White House, two young correspondents of *The Economist*, give an outsiders' view, somewhat but without tradition of John Gunther, but with his readable simplicity. The result is a somewhat indigestible and unsystematic agglomeration of reporting, useful insights and less useful generalizations on American life, from politics to self-improvement, health and psychology.

Virginia Makins

Erasing the English Department. By David Allen. The Inspector for Nottinghamshire, is a basic but valuable primer on aims and methods by which they can be achieved. As Harold Rosen says in his foreword, "battered copies should pass from hand to hand. Available from *The Journal of Evaluation in Education*."

BOOKS

From age to age

Martin Fagg on general histories from the Tudors to modern times.

The Age of Elizabeth: England under the later Tudors 1547-1603. By D. M. Palliser. Longman £13.95. 582 48580 0. £7.50. 48579 7.

The Eclipse of a Great Power: Modern Britain 1870-1975. By Keith Robbins. Longman £14.95. 0 582 48971 7. £7.50. 48972 5.

Na Gods and Precious Few Heroes: Scotland 1914-1980. By Christopher Harvie. Edward Arnold £4.95. 0 7131 6319 4.

Here are three general histories, each brimming with riches of information and commentary upon it. To proceed chronologically - Dr Palliser's (an addition to its publisher's *Social and Economic History of England* - series editor, Asa Briggs) embracing not only Elizabeth's but the two much briefer reigns that preceded it, regales us with a feast of fresh fact and cogent interpretation. The keynote is expansion for the reeveled idea of the Elizabethan epoch as one of explosive growth and swiftly broadening national horizons is seen as essentially accurate, though Dr Palliser is at pains to balance this overall impression by demonstrating what an extremely unheroic England it was. For society's many submerged strata. But population, economic activity, literacy, maritime exploration and consequent colonization all rapidly increased - as did prices! This general burgeoning of the English spirit led, predictably, to strong tugs between tradition and innovation; and, in considering this and other themes, Dr Palliser extracts the essence of many specialist papers inaccessible to the general reader and presents it here in more easily assimilable form.

Professor Robbins is equally bountiful with absorbing data and pungent analysis and for a work (in *The Foundations of Modern Britain* series), whose master motif is "eclipse", its tone is surprisingly and agreeably eucletic. The appeal of

this consistently engaging book lies in the completeness with which it captures the extraordinary inconsistency (exciting, alternately, euphoria and despair) of Britain's performance over the last hundred years. War won and peace lost, break-neck break-down of Empire set against dramatic enhancement of mass living standards, long-term economic decline alongside rapid cultural expansion. Professor Robbins highlights the oddity of Britain's position (a classic instance of geography dictating history) which makes her simultaneously both profoundly European and largely westward looking; and the uniqueness of her having shed vast overseas possessions with much less blood-spill than that attendant on the dismantling of the French, Dutch and Portuguese empires. He also stresses the sharpened tensions of the last century: between town and country, belief and unbelief and, more recently, between European commitment and Commonwealth loyalty, and even between the constituent parts of the kingdom, with its continuing union more seriously questioned than at any time since 1707. Professor Robbins' drift seems not optimistic: with Britain, as with Ulysses, "though much is taken, much abides".

Professor Harvie is much less buoyant as the sour disillusion of his title proclaims. His book (Volume 8 in *The New History of Scotland*) is an undeniably sombre read, for little seems to have gone well for North Britain during the period under inspection and her current North Sea oil bonanza is, it appears, strictly temporary. Scots should find interest in every section of Professor Harvie's comprehensive chronicle of their land's fortunes - mostly misfortunes. Much of what he writes underlines the paradox of a country which flaunts some of the most breathtakingly lovely landscapes in the world, but whose populace enjoys (so a recent report reveals) the worst health of any European nation. That much of this ill-health is

self-induced, by booze, baccy and bad feeding habits, does not make this astonishing state of affairs any less bitter. This mere sennach of a reviewer feels indebted to Professor Harvie for his enlightenment on many north-of-the-border issues, especially for his incisive notes on Scottish writers and entertainers, and for cutting so clear a path through the intricate and often interminable tangle of Scottish politics in the sixties and seventies, with the brief effluence of the SLP and the SNP's dizzy rise and yet dizzy decline.



"Bluff King Hal was full of beans/He married half a dozen queens". So begins Eleanor and Herbert Farjeon's verse about Henry VIII, one of their sequence of jolly, metric descriptions of our monarchs from William I to the present. First published in 1922, it is now reissued with new and subtly witty drawings by Robin Jacques. (Kings and Queens Dent £5.95).

Footslog

The Footslogger. By Martin Windrow and Richard Hook. Oxford University Press £4.95. 0 19 273147 5.

The Illustrated Atlas of Archaeology. By Sue Rodin. Longman £4.95. 582 39200 4.

Davy Hywel, pot-boy, enlisted under Sir Charles Gerrard and went off to trail his musket for King Charles at Naseby. Battered, aching, confused and scared, he fled just before Cromwell's terrible troops. Later, he died in a ditch of hunger, hardship and despair.

Davy's life was brief, tragic and eventful. Davy Hywel is fiction; so we are told, though it is sometimes difficult to believe. Fictional too are Timocrates son of Proteas, locked in furious conflict with Spartan warrior at Mantinea; Sextus Duratus of the Augusta storming into Maiden Castle; Marketer Reiner, relishing Old Fritz's tough parade-ground discipline; Private Kyle telling how he lost his leg at Waterloo; Albert Bins, hanging on the barbed wire of the Somme; and punch-drunk Joe Borelli from New York's East Side slugging and blasting his way into Hitler's Germany. So are half-a-dozen other vividly realized infantries from the centuries. They fill *The Footslogger's* handsome pages, and they bring the past to life.

We know Davy Hywel's world from the inside. We know just what he and all the others looked like, what their feelings, discomforts and

fears. We know what it was like for them in the din, confusion, excitement and fear of battle, and why they acted as they did. We sympathize with them in their difficulties with complex or cumbersome weapons, and in their triumphs and failures. The rich and fascinating detail of text and picture combine splendidly to whisk us straight into each man's world and his mind. Just occasionally a hint of doubt arises. Was Naseby really set amidst the chequerboard hedges of enclosure? Did the Roman invaders of Britain wear Trajanic armour, and could Sextus really draw his sword in the daff way his biographers suggest? Such queries do not harm a thoroughly convincing book. *The Footslogger* is for those of any age who enjoy the past brought to life in fascinating, careful detail.

The Illustrated Atlas of Archaeology, shrewdly calculated for the junior library, seems pale and mechanical by contrast, for all its informative pretensions. It is a colourful, crowded, efficient scrapbook, ranging widely over the whole ancient world. The maps seem a rather perfunctory afterthought. The illustrations are attractive and useful, yet they too seem to have been added without reference to a text that cries out for illustration. This is a good-looking and helpful book, yet it lacks the compact, coherent purpose that makes *The Footslogger* a modest masterpiece.

Tom Corfe

Electro-math

Mathematics for Technicians. By A Greer and G W Taylor. Stanley Thomas, New Level I £2.40 0 85950 352 6. New Level II £4.75. 353 4.

Mathematics for Electrical, Telecommunications and Science Technicians. By J L Smithson, F J Garlick and J R M Barnes. McGraw Hill £4.95. 0 07 084660 X.

Mathematics for Technicians Level 2. By D J Hancock. Granada £4.50. 0 246 11725 7.

As the content of Technician Education Council units has been modified, so have appropriately revised versions of textbooks appeared. The well-received series by Greer and Taylor represents a case in point. New editions conforming to the 1981 TEC bank of objectives maintain the standards of the original volumes.

Similarly, Mr Smithson's highly praised level 2 *Mathematics for Electrical and Telecommunications Technicians* now becomes, with the cooperation of other writers, a work satisfactory for electrical, electronics and science students. It contains rather more material than is essential for the TEC standard units.

Adding to the choice, Mr Hancock builds on the sturdy foundation of his level 1 book. Work and exercises covering each module of the TEC units are accompanied by a summary and self-assessment text with a built-in marking scheme.

F W Kellaway

Children's literature

Cat and dog tales

Ferry, The Jerusalem Cat. By Marghanita Laski. Andre Deutsch £4.95. 0 233 97529 2.

Mr. Weller's Long March. By Anthea Colbert. Chatto & Windus/ The Hogarth Press £4.95. 0 7011 2677 9.

Drover's Dog. By Sylvia Woods. Faber and Faber £4.75. 0 571 11993 X.

Marghanita Laski, novelist, critic, biographer, playwright and broadcaster, shows yet another aspect of her many talents in her delightful children's book dedicated to her grand-daughters.

Adults as well as children should get great pleasure from *Ferry, The Jerusalem Cat* and learn, at the same time, some interesting side-lights about the Jews, the Arabs and Palestine. Far in her flashbacks about Ferry's ancestry, Miss Laski cunningly unfolds historical information about the Franciscan friars in the Holy Land; the Sephardi Jews of Spain who settled in Yugoslavia and spoke such perfect Spanish that young English diplomats went there to learn Spanish; Moses Montefiore, the Victorian knight, who built "the Peaceful Dwellings", for poor Jews outside the walls of Jerusalem; and Richard Whittington whose cat was an ancestor of Ferry's.

Ferry, a young black feral cat with aquamarine eyes, has a precarious existence on a hillside outside the Golden Gate. His ancestors have been domestic cats descended from a great mouse-and-rat hunter brought from Morocco to the Holy Land by Brother Paul, a Franciscan, five hundred years ago. Ferry can't cope with the tribe of other feral cats, and when chased by wild dogs as hungry as himself he takes refuge in one of the Peaceful Dwellings. He is fed by Rose, an American of Russian Jewish ancestry, married to

William, a young English artist, "a Jew by inheritance", so Ferry adopts them and their baby Jackie as his human family and returns to the domestic cat class.

The lives of Ferry and his forefathers are wonderfully told in the minimum of words. Meg Rutherford's beautiful black-and-white illustrations of cats, camels, donkeys and the carved wood beams of Borneo are in perfect keeping with Miss Laski's text. It's a very special book for all cat-loving children.

Anthea Colbert's first book *Mr. Weller's Long March* is about an old ram, Mr. Weller, three elderly ewes and eleven lambs escaping from dreadful Mrs F in Kent. They trek towards Mr. Weller's former home in Dorset, hiding in fields and orchards by day, and grazing along "the long acres" (verges of roads) by night. It's a long journey but they make it, eluding capture by Mrs F, the police, sheep-killing dogs and a vengeful powerful help from Gristle Fitchet, a ferret who fastens on to Mr. Weller's back and lives on maggots and other parasites in his world. I was amazed by the slightly bitchy talk of the ewes, Mollie, Dora and Belle, who were brought up in a churchyard. The book is illustrated by Mary Rayner, author/artist of *Garth Pig* and *The Ice-Cream Lady*, a runner-up for the Kate Greenaway Medal.

In the days of King Charles I drovers going to Smithfield Market travelled home by coach, envying their dogs to find their own way back. Sylvia Woods tells the adventures of one dog, Bobtail, who gets into many scrapes between London and his home in Devon before being reunited with his younger master William. The illustrations are by Gavin Rowe.

Fred Urquhart

Maths perspective

A History of Mathematics Education in England. By A G Howson. Cambridge £25.00. 0 521 24206 1.

Teaching and Learning Mathematics. By P G Dean. Woburn Press £11.50. 0 7130 0168 2.

The complexities of teaching mathematics might be sensed merely by a glance at the many hundreds of references in each of these two, complementary, books. Any student-teacher, or other tyro, could well feel swamped; even those with considerable experience wishing to follow up some particular aspect, could be daunted by the mass of material confronting them.

Both authors offer evidence of substantial, scholarly, research, and the results are worthy. But they do not constitute light reading. Erudite and elucidatory they may be, but each is demanding of concentration and determination if the fullest benefits are to be achieved.

Dr Howson organizes his account in an ingenious mode. He selects nine people associated with mathematical education in England at various periods: over four centuries. Their lives and work make a representative frame into which is set some of the more significant advances. Dr Howson disarms criticism by his choice of subjects by acknowledging that there are many others who could have been preferred; in his own words "the work has a subjective air".

If, therefore, some movements, associations or philosophies appear to be stressed more than others, it is because of the author's self-imposed limitations and predilections. Certainly there are many names missing, not least of workers in the present century, whose contributions match those which are included.

F W Kellaway



An angel in the chair at Lincoln cathedral decorates one of the medieval examples in Holy Places of the British Isles by William Anderson (Ebury Press £9.95). Numerous photographs, many in colour, by Olive Hicks illustrate this fascinating chronicle of Britain's spiritual heritage from prehistoric times.

Talented scribblers

Silver Fork Society. Fashionable Life and Literature from 1814 to 1840. By Allison Adurbam. Constable £12.50.

The eye lights up when it lights on another book by Allison Adurbam. Primarily the social historian of a nation of shopkeepers, she has turned her attention to another aspect of English life - class-consciousness. The demagogues condemn it; for the rest of us it merely lends a peculiar relish to that life. All men are equal, only some are less boring than others. If we have to choose, then by all means prefer the chap in the unfamiliar social setting to the otherwise very similar chap just down the road. Why else should we bother with the trade union leader who goes to the Lords or with some less than tactful princess? And what a useful society sedative it is! *Les Liaisons Dangereuses*, they say, prepared the way for the French Revolution. In England a few years later Harriette Wilson's *Memoirs*, Lady Caroline Lamb's *Diary*, and others of the like led to nothing more dangerous than a vague for smart novels about smart people. The *Sun* today, and gossip columns, and the tendency to exploit, say, Prince Andrew or the Princess of Wales began long ago in that earlier postwar age.

The aristocracy is often industrious. Lord Graybrooke is editing Peppys, Lord Gower the letters of Horace Walpole to Sir Thomas

Mann. Lord Elgin is letting the nation have his Marbles for a good deal less than they cost him. Industrialists and sometimes startlingly odd. One newcomer to London is much struck by the aristocratic use of the vulgar fish-knife. Hazlitt made rather caustic fun of him for this, and the label was ready for the "silver fork" school of novel-writing. This was mainly a London phenomenon: London books about London society, at first by outsiders who had to rely on gossip and hearsay, and then more and more by people who knew what they were writing about. It seems to have been largely confined by a series of astute and unscrupulous publishers, but it eventually attracted most of the talented scribblers of the day. Bulwer Lytton, the young Disraeli, Lady Blessington, Lady Morgan, Lady Charlotte Bury - from the extracts given they were often witty as well as observant, and even in their romantic moments they probably reflected the sentiments of the period.

This was still the age of Holland House, of Almack's and its committee of autocratic hostesses (a curious American feature, this), of London clubs and dandies, of Paris reopened to English visitors after the long denial of the Napoleonic wars; and with the aid not only of the novels but also of contemporary letters and diaries the author suddenly populates a vanished world.

Jan Stephens

1066 and all that

The Norman Conquest. Third edition. By H R Lloy. Hutchinson £12. 0 09 149330 X. £5.50. 14951 8.

Kings and Vikings. Scandinavia and Europe AD 700-1100. By P H Sawyer. Methuen £7.50. 0 416 74180 0.

The ninth century brought forth a minor flood of books celebrating 1066, and all that. Of these, H R Lloy's short study has now reached a third edition, virtually unchanged. Playing down the melodrama, it devotes only one brief chapter to the traumatic year itself. But its clarity and sobriety in expounding the complex background and discussing the Norman impact (or lack of it) remain unsurpassed. An up-to-date biographical note lists the prolific Battle Conferences since 1978 and much other learned work, yet the text alterations are minute. One of the more substantial happily restores to scholarly respectability that celebrated arrow-in-the-eye, once little

more than a music-hall joke. P H Sawyer takes a more earnest view of scholarly responsibilities. He is set on being provocatively provocative, unfailingly original and exhaustively up-to-date. *The Age of the Vikings* came out as a challenge in 1962 and was largely rewritten in 1971, now *Kings and Vikings* appears as a "sequel". Professor Sawyer sets off to cover much of the same ground without once repeating himself, and the result is impressive and stimulating but neither coherent nor comprehensive. He dissects and sceptically dismisses contemporary evidence, but cannot wholly replace it with archaeological and numismatic evidence, however shrewdly used. His triumph lies in the broad perspective that sets Viking expansion in the context of long-evolving interaction with lands west, south and east of Scandinavia. But we are left confused as ever about the main springs and mechanisms of the Viking phenomenon.

Tom Corfe

BOOKS

Ethnocentricities

Multicultural Teaching. By Malcolm Saunders. McGraw Hill £5.95, 07 084133 0. Language Variation in the Multicultural Classroom. By Viv Edwards. Centre for the Teaching of Reading (Eastern Avenue, Reading), 80p+20p p9p. Libraries and Ethnic Minorities. By John Allred. School of Librarianship, Leeds Polytechnic £4 (Post Free), 090738 286. Adoption and Race. By Owen Gill and Barbara Jackson. Batsford £6.95, 0 7134 2023 5.

Education in this country has traditionally been ethnocentric, depending on the assumption that the majority ethnic group is justified in imposing its cultural values on minorities. It leads to failures all round - by society to appreciate its cultural diversity, by teachers to understand either the special talents or the special difficulties of some of their pupils, by some pupils to measure up to the imposed cultural norm, and worst of all, failures of human rights, because what it all adds up to is discrimination. Malcolm Saunders' *Guide to the Classroom* argues forcefully for these attitudes to be overcome in favour of a multicultural approach, not just in the curriculum, though this is a vital first step, but in teachers' understanding of their ethnic minority pupils. Teacher education is crucial. West Indian children may remain silent in class, or avert the gaze when reprimanded as a sign of respect. If teachers are unaware of this they may label them withdrawn or insolent, not a stroke setting up an inaccurate negative stereotype and producing confusion about what is expected. If teachers are unaware of the language difficulties arising from attempts to master a second language, they will be unable to respond with appropriate help. Saunders has some helpful strategy suggestions, though his conscientious attempt to reference all the work in the field gets rather tedious.

Viv Edwards takes up the language theme in her pamphlet prepared originally for an in-service course. She charts the diversity of dialects originating both at home and abroad - and emphasizes the importance of distinguishing in children's writing between dialect and inaccuracy. In addition to the dialect users there are the users of English as a second language. Her suggestions for responding to the needs of all these children reflect a conviction of the need first to understand

something of minority cultures; they include building on story telling traditions and learning through games and songs. The BBC ran a series in 1981, *Speak for Yourself*, which aimed to help members of ethnic minorities become more proficient in everyday English. Information was disseminated through public libraries, and Leeds Polytechnic's School of Librarianship made a study of how effective this co-operation turned out to be. The conclusion was, not very. Not all libraries became involved in the scheme; many of those who did had no room for display but only supplied the literature on request from "under the counter". Many of these had very few requests anyway. Nobody had thought much in advance, apparently, about whether people who are not proficient in English go into public libraries much, or would feel happy about asking for something they couldn't see displayed or would even know where to find the library anyway. Much more thought, organization, and liaison between broadcasting medium and library would be necessary for a scheme of this kind to work well.

Adoption and Race deals with another aspect of the multicultural society. It is a study of about 50 families involved in the British Adoption Project, set up in the sixties to place black, Asian and mixed-race children in families not necessarily of their own ethnic origin. Most of the families were white, and as the climate of opinion subsequently turned against transracial adoption because of a feeling that providing children for white people was simply an extension of the kind of racism which had historically been forced into these placements, turned out to be rather unhelpful.

Nevertheless, the survey concludes that most of the adoptions had been a success; that the children were on average achieving better at school than their peers, and were well socialized both in school and at home. The cost of this was a lack of racial pride and identity, and a possible difficulty in identifying with the ethnic community to which their first parents had belonged. They were "white" in all but skin colour. Perhaps the price is exacted more from the cause of multiculturalism than from the individual, in an unequal society anyone is likely to benefit from joining the privileged group. Unfortunately it perpetuates the inequality.

Jessica Saraga

Legs together

Sexuality in Eighteenth-century Britain. Edited by Paul-Gabriel Boued. Manchester University Press £19.50, 0 389 20313 0.

How far can we appreciate Shakespeare's plays (say) without some understanding of the Elizabethan "world picture"? This book suggests that the creative output of a number of eighteenth-century figures, including Pope and Defoe, Swift, Fielding, and Smollett cannot be properly understood without an appreciation of the attitudes to human sexuality prevalent in their own period.

Paul-Gabriel Boued, doyen of French scholars in eighteenth-century English studies, has collected a team of British, continental and American colleagues whose 12 essays in this attractively produced book go some way to make such an appreciation possible.

The great principle which every woman is taught is to keep her legs together, said Dr Samuel Johnson, and this seemed to him to justify the double standard which visited totally disproportionate penalties on a single deviation from feminine chastity. Boued's and other essays confirm the extraordinary persistence of

popular myths surrounding virginity, the sex organs, pregnancy, masturbation and contraception, many of the most bizarre of which are current even in the folklore of our own time, making a properly orientated education programme an urgent duty in schools, and the research for it an important task in higher education.

Educated Victorians sought, in works of anthropology like Frazer's *Golden Bough*, details of sexuality suppressed in polite literature, and from the same motives the masses were to turn to newspapers like the *News of the World* to learn from court reports, of the odd ways in which "all human life was there". It is no surprise to learn that eighteenth-century trial reports were printed and read for their erotic and obscene content.

What this important book does not and cannot show is the influence exercised by the sociological literature it has unearthed on the attitudes and actions of its readership. For the most part we will never know. But researches of the kind collected here can help illuminate dark but significant corners of the literature and culture of that century.

John Honey

What can go wrong, will

The Effective Teacher. Edited by Alan Paisey. Ward Lock Educational £4.95. Law and Teachers Today. By Neil Adams. Hutchinson £9.95.

Folklore, of course, has it all sorted out. The effective teacher is the one who studies confidently about putting little boys on the head, whose classes are quiet and whose marking is still up to date. On sports day he will be either sterner or chief judge. The ineffective teacher stands before his pupils wringing his hands while paper darts whizz about his ears. His marking is not up to date because his charges never give their work in. On sports day he will be in charge of collecting up the ropes and stakes after everyone else has gone inside to eat sandwiches with the governors.

Well, given that this is a gross caricature - that, for example, there are plenty of teachers who are both confident and crass - then how do you establish any sort of real criteria for teacher effectiveness? And having done so, how do you help a teacher - or a head, or a student - to cleave more closely to the desired model?

The Effective Teacher makes a bold attempt to answer these questions, undaunted by the complexities and shadowy zones which lie beyond the caricature. It takes the form of a symposium of 11 articles by different authors who tease out and develop different aspects of the general theme. There are contributions on such topics as management, leadership, administrative efficiency, stress and problem solving.

Not all of these authors give up their message willingly. They are social scientists after all who as a group specialize in the cloth-eared approach to language.

T. Paisey, for instance, in "Ad-

justing to Work, Pupils and Colleagues" seems to delight in making your eyes water. "The point has already been made that in the performance of specific tasks such as teaching increasing routinization of function over time gradually over-rides initial behavioural differences attributable to temperament with behaviour patterning which is appropriately matched to situation-specific demands." Is it unreasonable of me to believe with great passion that such words and phrases as "routinization" and "situation-specific" have no place in a book which purports to concern itself with education?

Paisey's article is haunted by the faint cries of good ideas trying vainly to be heard. A Gunn, on the other hand, in "Maintaining Personal Health" plonks along surrounding much useful advice with humorous statements of the relatively obvious. "The immature or maladjusted will find academic or teaching work difficult unless it is to their liking," is one of many sentences which fizzle out a foot above the launch pad.

I hasten to say that there are good and readable contributions. T. Bone, for example, in "Exercising Leadership" gives us something meaty to chew upon. (Couldn't resist it!)... the manager does not decide what should be done and tell others to do it; he sets out instead to harness the knowledge and experience of his workers in deciding what requires to be done, and then he tries to help them solve the problems by providing the resources that they find they need."

You could hardly have, for my money, a better definition of modern headship.

Among other useful chapters is one by the always lucid and pertinent G. Barrell who gives us a paper on "Knowing the Law" complete with the classic 1893 case from which the concept of "in loco paren-

tis" (now, alas, the sole bit of Latin which most teachers know) was derived.

The central thrust of the book is that you can define teacher effectiveness in terms more rigorous than those espoused by *Goodbye Mr Chips* and that you can also give guidelines for improvement which go beyond "hit 'em hard to start with, you can always ease up later." The intent is admirable and gives the need to scratch away at the surface of some of the chapters, the end result is on the whole useful and repays careful study.

The celebrated 1893 case - it involved the finding, by a boy, of a bottle of phosphorus in the games cupboard - also appears in *Law and Teachers Today*. I feel for the master who left that bottle there. He had yet to learn that whatever can go wrong will undoubtedly do so, months I have had a bad fall and injure myself on the only bit of glass on a 20 acre field and another give himself a shock after breaking a light switch and trying to mend it with classroom paste.

Most teachers will turn, as I did, to the juicy chapters about supervision, the contents of which could well turn your hair white as certainly as any night spent in Madame Tussaud's. There are, however, many other aspects to this subject, many about employment, about contracts and about copyright, to name but a few. Adams explains it all with clarity and humour, and his book deserves a place in every school.

Why, though, does he have to keep putting in rectangular block-edged boxes for the reader to sit his or her own comments? The very nature of the book is such that it will more often be owned in common by a staffroom than used as an individual study text.

Gerald Hall

Telling tales

Tales Christian Andersen and his Eventyr in England. By Brian Alderson. Five Owls Press, 28 Victoria Road, Richmond, North Yorkshire DL10 4AS. 0 903838 03 6.

Hans Christian Andersen's translators have seldom done him proudly into English. Gaffes of all kinds have abounded since the early fairy tales first appeared in England in 1846. At best the Victorians produced versions that, if reasonably accurate, were painfully stilted, bowdlerized, or embroidered. But Brian Alderson has done Andersen's genius excellent service in this small book, which will be of much value to teachers, parents and all who have the standards of true rendering at heart. He gives a lucid resume of the history and fortunes of the tales in England, and describes editions and translations over the past 136 years. He provides two examples of selected translations of

the same passage that graphically illustrate the errors and weaknesses in which Andersen's very colloquial Danish and somewhat hazy English have ensured his English translators. There is also an evaluation of the illustrations. It notices the preference of Danish people for the earliest artists, whose seemingly self-effacing drawings best served the stories.

Andersen wrote his tales to be told rather than read and was at first apparently not concerned about illustrations. An exhibition in 1982 mounted in Odense and London, of Danish and English illustrations, retrospectively bears out the view that over-ornateness in pictures and bindings can add little to the tales, can even detract. But Brian Alderson concludes his survey by rightly noting that the latest translations and illustrations are of a high standard.

Useful addenda to the monograph list English translations and editions.

Anne Born

Mixed ingredients

Food and Nutrition. By Anita Tull. Oxford University Press £3.95.

This text, close typed and designed for students of food and nutrition working towards O level and equivalent exams, emphasizes scientific background information and practical food preparation. There are copious photographs, line drawings and diagrams and the cover is colourfully illustrated with a Heinz style food can, the label depicting dairy foods, salads, brown bread, etc.

There are five chapters: "Nutrition", "Food and food science", "Practical food preparation", "Basic Recipes" and "The Kitchen". There is also a glossary of culinary terms, weights, liquid measures and

oven temperatures. A feature is the list of theory and practical questions (undated) which follows each chapter. They come from past O level papers and seven Boards are represented. Herein lies the key to this text.

If the essay questions are analysed for the skills required of the pupil, the overwhelming majority require recall: eg "State the difference between elements and fats". "Name the chemical elements of which protein is composed". "Which minerals would be required to build strong plain each of the following culinary terms". The practical assignments are of the type which have been heavily criticized for being too open to interpretation, allowing stereotyping and which can be satisfied by

relatively few "skilful" dishes. However, the author has been able to include some revision questions and occasional investigatory work at the end of each topic.

Dietary goals do not appear and the recipe chapter does not emphasize choice of those ingredients which could accommodate these ideas. Cakes, biscuits, breads, puddings, sauces, preserves, predominate as do white flour and recipes with high sugar and fat. Fruits and vegetables, lean meat and fish hardly appear. Convenience processed foods cannot be properly evaluated on nutritional grounds due to a lack of appropriate information.

Jonny Crockett

RESOURCES

Breathing exercises

John Barker on new equipment for use in human physiology

Some new items of equipment for investigations in human physiology have recently become available in the UK. They are available from stock only from Philip Harris Biological Ltd, but they can also be purchased direct from Hubbard in the USA, from Carolina Biological Supply Company, USA, or, in the latter case, also from Griffin and George Ltd.

The materials were originally developed at the Lawrence Hall of Science, Berkeley, University of California for the Health Activities Project. This is a module programme of health education for 10 to 14 year olds. The modules cover topics such as breathing fitness, skin temperature, heart fitness and action/reaction. The complete materials include sets of the equipment, pupil worksheets and teachers' guides and are marketed in the USA by Hubbard.

Measuring some of the parameters of our lungs is a very common part of any course dealing with the respiratory system. The amount of air we can breathe in and out, our lung volume, is measured. The normal practice is some arrangement involving breathing into a bell jar in a bucket of water. More recently spirometers have been introduced, but both approaches have distinct disadvantages with more junior classes. The techniques are slow, and water gets everywhere.

The HAP approach is to use a long plastic bag (Lung bag volume kit), 11 cm wide and about 2 metres long. This is printed with the volume in tenths of a litre from one to six litres. A mouth piece is fitted in the open end and held in place with a rubber band. The bag is flattened, and the subject takes a deep breath and exhales as much as possible

into it. The experimenter takes the bag and, from the mouthpiece end wraps it around his/her hand until the air pressure inside prevents further movement. The volume is then read off. Its simple, quick and gives reasonable and reproducible results.

The mouthpieces provided are reusable plastic ones, but they need to be dipped in disinfectant before reuse. The work can be extended to discover if there is any correlation between lung volume and other parameters, such as a person's height. The kit contains four sets of these lung bags.

An extension of this technique is used in the *Breath Volume Kit*. This kit contains one lung bag together with an inlet/outlet valve system and brief notes on its use. The valve system is rapidly assembled and is attached to the lung bag using an elastic band. The subject breathes into the bag several times and from this the tidal volume, that is the amount of a normal breath, can be measured and the ventilation minute volume calculated. Again the work can be extended, in this case the effect of exercise on the tidal and ventilation minute volumes could be investigated.

To extend the work on breathing there is also the "breath control device". This consists of a black plastic bag, 20cm in diameter, into which is fitted a transparent plastic unit 50 cm high, containing a hollow tube with a graduated scale. In this tube is a small light marker cylinder. The base of the calibrated tube is open and into it is fitted an air tube guide.

The subject places his/her chin at the tip of the air-tube and blows into it. The air pressure raises the marker in the scaled tube. The

objective, for the subject, is to control the exhalation of their breath to maintain the marker for as long as possible within one zone. The subject should be tested twice for each zone.

It is fascinating to compare the results from pupils who, for example, play a wind instrument against those who do not. However, though undoubtedly it does create a lot of interest, many teachers will feel that £12 is a lot for what is a peripheral activity.

Related to respiratory levels is the metabolic heat produced as a result of biochemical reactions in the body. Normally we would probably only measure the temperature of the body using a clinical thermometer in the mouth. These materials also include a liquid crystal strip thermometer. This consists of a strip of plastic 12 mm wide and 355 mm long. The temperature range is from 20°C to 40°C. The strip can be attached at either end to a piece of elastic (supplied with it), so that it can be stretched to parts of the body, around the head for example.

In use, at a simple level pupils record the highest number that remains visible for 10 seconds.

This device enables pupils to measure the temperature of different surfaces of the body, investigate the effect of environmental conditions and exercise on the surface temperature of the skin. The strips were found to work easily and provided considerable interest. Pupils were asked first to predict the warmest and coldest area of their skin and were then able to confirm, or refute their predictions. The strips, can also be used for a variety of other activities; to investigate the cooling effect of sweat on the skin, the use of clothing for insulation, etc.

Measuring reaction time is another popular investigation when considering the functioning of the nervous system.

This latest reaction timer is small and compact - the device measures only 15cm by 12cm by 6cm; and battery-powered using four A.A. size batteries. It produces either a light or a sound stimulus to which the subject reacts. There are two switches on length of electric flex, one is a foot or hand switch for the subject, the other a hand switch for the operator. In use the computer can be switched to read



in either seconds or hundredths of a second. For this type of reaction timing it is set for the latter.

One way to measure reaction time is to get the subject to sit with a foot by the side of the foot switch.

The timing device is placed in front of the subject. The operator, who is out of the sight of the subject, presses the release switch, turning on the light, or starting the buzzer. The subject reacts and the time lapsed before the stimulus is turned off can be read off. During tests the device worked very successfully. The only criticisms are, first, the read-out display is small and therefore must be checked carefully. Second, it is not certain how long the switch, especially the foot one, will stand up to normal laboratory class wear and tear. However, because it is exciting to use and very easy to set up, it is a good buy and a worthwhile investment. A further advantage is that it is cheaper than buying the standard Harris reaction timing apparatus, which still needs an electronic timer unit before you can use it.

The timer can also be used as a simple timing device for measuring a range of activities by changing the switch to the second position. It is thus more versatile than just measuring reaction times.

The final item from these HAP materials that I want to mention is

the vision disc. This device enables students to measure their field of view.

The vision disc is a circular device, 47.5cm in diameter, and constructed of plastic materials. An aperture is located on one side into which the subject's places the top of his head. There is a movable arm, pivoted at the centre, which can hold at the circumference of the disc a sight card with two letters. A pack of these cards is provided. In use the subject holds up the vision disc, using handles provided, to their eye level. It then looks rather like a huge vision. The operator then brings round the arm with the sight card from behind the subject's right or left-hand side.

The movement is continued until the card is seen and identified. The range of vision can then be read off from the disc in degrees of angle. In practice this apparatus was easy to use and provided realistic and repeatable results. Although it is possible to investigate your range of vision by a more simple technique this apparatus does provide a more accurate and valid result than other methods.

The apparatus discussed here will help in investigations as they are both well designed to carry out their functions and are fun to use.

Hidden lessons

by Susan Norman

Seesaw Fun and Games Book 1. 22.20. **Seesaw Fun and Games cassette 1.** £6. **Seesaw Fun and Games Book 2.** 22.20. **Seesaw Fun and Games cassette 2.** £6. **Seesaw Fun and Games Book 3.** 22.20. **Seesaw Fun and Games cassette 3.** £6. **Seesaw Fun and Games Book 4.** 22.20. **Seesaw Fun and Games cassette 4.** £6. **Seesaw Fun and Games Book 5.** 22.20. **Seesaw Fun and Games cassette 5.** £6. **Seesaw Fun and Games Book 6.** 22.20. **Seesaw Fun and Games cassette 6.** £6. **Seesaw Fun and Games Book 7.** 22.20. **Seesaw Fun and Games cassette 7.** £6. **Seesaw Fun and Games Book 8.** 22.20. **Seesaw Fun and Games cassette 8.** £6. **Seesaw Fun and Games Book 9.** 22.20. **Seesaw Fun and Games cassette 9.** £6. **Seesaw Fun and Games Book 10.** 22.20. **Seesaw Fun and Games cassette 10.** £6. **Seesaw Fun and Games Book 11.** 22.20. **Seesaw Fun and Games cassette 11.** £6. **Seesaw Fun and Games Book 12.** 22.20. **Seesaw Fun and Games cassette 12.** £6. **Seesaw Fun and Games 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RESOURCES

Constructive experiments

Betty Lumley on using a version of LOGO with young children

will be carried out every time the word is typed. For example the procedure "TO BOX 4 (forward 40 right 90) END" in Turtle mode would produce a box every time box is typed and "TO MOVE setheading 90 set speed 80 END" in sprite mode will cause the specified sprite to travel horizontally across the screen. Using all the variables in the sprite mode together with named procedures can make almost anything happen.

The younger children were already familiar with the TI 99/4a on which they had experienced matching, sequencing and games using a number line. I used the sprites and tiles to construct an environment within which the children could use the words of their reading scheme. A lot of work had to be done explaining about capitals, which I see as the only drawback when using TI Logo with young children. Once this was completed I made flash cards for the names of the procedures.

The children were allowed to use the computer as they wished during an integrated day, every child wanted and had a turn most days; soon about three children were experts and could solve other children's errors. They learned to address the sprites in a logical way, ie BUS RED UP would cause a bus to be coloured red and move up the screen. They experienced great excitement as many sprites moved over the screen and if summoned by name could be made to go faster or explode individually.

In this way the children felt they were really in command of the computer and this has done wonders for the

confidence of the more timid children. They also realized that the computer needs to be taught (programmed) as an 8-year-old. "It's no use typing 'stop' it doesn't know that word, it was taught 'halt'."

Some children asked me to make new procedures eg to make the man jump. On an individual basis we could work out together how the program should go and as a result the children appreciated the need to specify how many times and how to incorporate procedures already known. At this

'They would make a procedure during a playtime, their friends would be invited to view it during lunch.'

age children, for the most part, have not the manual dexterity or the mental capacity to put the procedures together unaided but they certainly felt the need to enlarge and experiment with the set-up.

The younger children have benefited considerably from their exposure to Logo. It provided experience in matching, word recognition and a lot of experimentation within the confines of the program but most of all it changed the children's attitudes to the machine.

Normally I take a group of 12 children, ages ranging from 10 years to

11 years, for two hours a week, to extend their experience of mathematical topics. We had just finished some work on co-ordinates, so the arrival of Logo for the last half of the term was most opportune.

The children were very keen, as their experience with computers had been of the type of program that practices skills and gives no chance for invention or experimentation. They tended to work in groups of two or three and soon developed complicated pictures using the turtle mode eg Teacher (a face complete with spectacles) Arrow (bow and arrow), Word (NOW), Kite with tail. They became experts in estimation of length and angular measurement and perhaps for the first time, were discussing mathematical problems, of their own choosing, with urgency and enthusiasm.

The children created the need for the repeat statement when they experimented with geometrical shapes, this was introduced by one group wanting to put a star on the kite. Another group worked with spirals again because they wondered how to make a circle and progressed from that to repetitive designs. They were introduced to recursion and then the concept of testing as the need arose; all these are essential tools for computing.

These children became adept at using them and enjoyed every minute because they were solutions to problems that were relevant to them.

Subsequently, over a period of four weeks the same group of children used the sprite capability and with their somewhat limited programming skills

achieved greater results. Some children designed sprites and others made procedures to move them around. They invented chase games, target games and were just getting into designing scenery at the end of term. The children enjoyed the colour of sprites but when obliged to use a black and white TV were still enthusiastic. The Logo language taught the children a great deal about logical thinking, as well as geometrical concepts and above all how to remedy mistakes and experiment constructively.

Other groups of children have used Logo intermittently and all the children have been highly motivated to control the environment by turtle mode. They would make a procedure during a playtime, their friends would be invited to view it during the lunch hour and they tended to want to improve or alter it, long discussions follow and then more procedures. Often the children have spent an hour following some line of thought of action, few other educational activities maintain this span of concentration undisturbed.

But now, all that has changed. No 73 is super show, so everyone can relax again. It has the most improb-

Success at last!

Frances Farrer reviews children's television

CHILDREN'S TELEVISION

No. 73
TVS for the ITV network. Saturdays, 10.30 am
Get Set
BBC1. Saturday, 9.15 am

It's not too much to say that Saturday morning children's television is often fairly ghastly. Currently, BBC1 has *Get Set*, a messy programme with all the statutory ingredients: the visiting pop group, the interviews with more or less interesting people, the cartoons - but badly linked by the very uncharismatic Mark Curry and the very amateur Deborah Appleby.

Worse still it's live, which no-one can handle, neither the presenters nor the kids who are in the studio with them. On the one hand you get failures with the autocue and on the other, nervous nudging or hysterics.

It would be unfair to single out *Get Set*, though, with so much choice. *Supershow* was also dire as were both *Swap Shop* and *Tiswas* when their presenters and formulae were too tired. It had begun to look as though Saturday morning was going to go back to its traditional slot, a kind of soap opera featuring disaffected kids with nothing to do after *Sesame Street*.

But now, all that has changed. No 73 is super show, so everyone can relax again. It has the most improb-



Elbel's wardrobe was usefully converted into a bovercraft

able framework: we're asked to believe that four adults share a house where they show films in the kitchen, sometimes invite local children in, every week find a rock group who want to play in the patio, and receive phone calls from the outside world in response to what's going on at No. 73.

Not only is the framework improbable but the four presenters (two of each) are not equally gifted, and there can be sticky moments with poor interviewing technique, for example, or during the clumsy pop news section.

Despite all this, somehow or other it works like a dream. There's enough happening with good humour and at a cracking pace for it never to get boring - in fact, at the end of the almost two hours one is not only still watching but also reasonably keen for more, a feat unparalleled since the early days of *Tiswas*.

The contents of No. 73 are similar to those of all the other Saturday morning children's shows, but rather better done. A film of a ballet class

for very young children is set into a situation in which Alec, one of the four, has applied for a job playing the piano for a dancing teacher.

Another time, another super film (of Oonahilly Down) was slotted in without any excuses at all: Harry had simply visited the place and suggested to Ethel that he might show his film. Harry has very long hair and a Liverpool accent, as in the 60s, but is good at talking to children and at drawing.

Then (of course) there are American cartoons. These usually feature an air-cue called Roger Ranjet, who generally comes off badly with a lot of bravado. As well, there's the visiting pop group, for which the quality is variable, and the guests, some of whom, e.g. the Great Sorprendo, are very, very good.

All of which is not to say that No 73 never falls down. But something to do with the energy and cohesiveness of the household carries it along to a very unfamiliar point where not only is the viewer sorry when it finishes, but looking forward to next week's programme.

Backs to the land

Philip Venning on 'A Kind of Living'

A Kind of Living
Channel 4
Mondays, 5.30pm

It was originally to be guinea-fowl in Norfolk. Then it was garlic-growing, and my cousin did buy the right props - a rundown farm with plenty of outbuildings, and a second hand tractor. But somehow it didn't happen - the latest plan depends on her husband keeping his job as a stockbroker, plus the unthinkable - caravans.

Would she have done better to have watched *A Kind of Living*, the 10-part series about the reality of scraping a livelihood from a smallholding? Probably yes, because its central message, repeated throughout the series, is: before you do anything, ask advice, preferably from some ancient rustic who knows how clueless you are.

Though the series does make an odd reference to suburban Good Life self-sufficiency - raising edible carp in the goldfish pond, for example - it is really about something that predates feudalism, surviving off tiny segments of marginal land.

Of course, with modern intensive farming it is possible to do something, even with only an acre or two. One large shield for rearing turkeys, chickens or any of the other factory farming victims is all that is needed.

But those who go in for smallholdings, particularly the early 'drop-outs', usually have motives that exclude this sort of activity. A few may be hippy romantics, now long in the tooth, though fortunately the series keeps away from too many of them.

They may be city professionals, originally brought up in the country and keen to return; polytechnic lecturers and earth mother wives; and the sort most likely to succeed - essentially practical people who like working with their hands.

Certainly, there is no monoculture in smallholding, as the series demonstrates. It's a mix of crops and animals, and a lot of the time the focus is on the consumption of the produce: potatoes, bread and cereals in Great Britain.

repeatedly points out. As one couple said in the first programme, "We'd rather work 18 hours a day for ourselves than eight hours a day for someone else". And there is the awkward question of cash. Anyone who thinks they can survive by barter should try buying petrol for the tractor with goat's milk.

Sometimes the husband keeps his job, and the wife does all the work. In other cases the wife continues earning, and does the cooking, housekeeping, as well as working the smallholding. It is a decision that needs a total commitment by both partners, not least because they are forced to spend so much time together. As so often happens with newly retired couples, this can be devastating.

It can also be a precarious existence. Pollution and poaching threaten the small scale fish farmers, diseases can run up huge vets' bills, or blight crucial crops. Disaster may strike in any number of ways.

Perhaps the main weakness of the series is that too many of the people shown all of whom admit an intimidating first year or two - are middle aged, middle class couples who have generally been at it for under 10 years. Will they still be doing it in another 10?

On the more positive side the series does try to give as wide a range of practical advice as it is possible to cram into 25-minute segments, though some of the detailed demonstrations - of what to look for when buying a sheep, for example - are probably too fleeting and too general to be much use.

At times, there is also a feeling that everything relevant will be mentioned, though only scantily. A later programme, for example, refers to surplus produce and, almost in an aside, covers bottling, freezing, home-brewing, cheesemaking, and one or two other activities, in little more than a sentence. But perhaps if we don't already know about them we shouldn't be considering going it alone.



More puffins

FLM
Project Puffin
16mm, 13 minutes
Produced in the USA by The Learning Corporation of America
Sales inquiries, Education Media International, 25 Boileau Road, London W5 3AL

This film is the success story of re-establishing a puffin colony on a small island off the coast of Maine. Stage by stage we are shown the course of events. Young chicks are removed from the burrows of a puffin colony in Newfoundland, transported 1000 miles to Maine, and placed in artificial burrows on the island.

Puffins don't return to their breeding site for two years, and don't breed until five years old. To attract the two-year old birds, model positions were placed in prominent positions, and a mirror is provided to give a dynamic welcome. In one enchanting shot of the models, all of a sudden one of them moves - a puffin has returned! But there are other problems to be solved.

Unfortunately we are not shown any breeding puffins, but a postscript tells us that a breeding colony has been successfully established.

This excellent film is particularly valuable as a clear illustration of the many factors that have to be taken into account in this type of conservation.

John A. Barker

Micky replaced

VIDEO
Let's Get It Straight
23 mins. Colour
Made by MENCAP, with the help of Kent Police television unit.
Available on loan for a discretionary donation, or to buy at £15 including postage and VAT.
VHS, Betamax and U-matic
MENCAP, 123 Golden Lane, London EC1Y 0RT

This film was made by MENCAP to encourage the understanding and better treatment of mentally handicapped people by the community. It is aimed at secondary school children; community groups, and professionals and trainees in many fields, including teaching.

The most effective sequences are those when mentally handicapped people are allowed to speak for themselves; an old man, institutionalized for most of his life, describes how much happier he is at home; youngsters complain, almost apologetically, that others "take the Micky out of me" (the phrase is invariably the same).

In another sequence a young mentally handicapped girl talks about her baby. Everyone, she says sadly and without understanding, assumes the baby is her mother's.

Other moving and thought-provoking moments are provided by the interviews with parents. A father describes his severely mentally handicapped daughter, and how he looks after her himself, with a love which is totally accepting of her and without pity for himself. A mother talks of her all too fearless Downs Syndrome daughter, Nina, and of her hopes for Nina's future.

Elaborated and well edited these sequences could have spoken for themselves and formed a plea by mentally handicapped children and their parents for more understanding and constructive help. But unfortunately they are linked by a lecture on mental handicap by Brian Rix, president of MENCAP, which serves to weaken the emotional impact of the programme. His conversational tone may mean that even embarrassed younger viewers, and probably older ones too.

The lecture ends with the comment that "as part of your social responsibilities you should try to find out where mentally handicapped people live". This sounds like a Victorian headmaster's admonition, but leads to a call for volunteers.

If teachers could concentrate attention on the sequences featuring mentally handicapped people and their parents, a lot might be achieved in the way of understanding.

Carolyn O'Grady

BRIEFINGS radio & tv

For schools

Insight (Tuesday, 9.45, Friday, 11.44 ITV)
Middle school slow learners find out the properties of metals
Capricorn Club (Tuesday, 9.53, Friday, 11.00 BBC1)

Two maths programmes for children with learning difficulties between the ages of seven and eleven.
Radio Geography: 16-19 (Tuesday, 14.20 VHF4)

The unit of the EEC begins with two programmes on industry and agriculture.
Seeing and Doing (Wednesday, 10.16, Thursday, 9.30 ITV)

A new programme in the "Around Britain" unit helps six and seven years olds to understand an island community.
Twentieth Century History (Wednesday, 14.18 BBC1)

Sixth form students see archive film tracing the development of the state of Israel.

Speakers English (Thursday, 9.45 VHF4)

"The Thing He Loves" is a short story by Brian Glanville for lower ability secondary pupils.
Scene (Thursday, 10.32, Friday, 14.02 BBC1)

A film for 14 to 16 year olds about the life and opinions of a 16 year old Mongol boy.

Picture Box (Thursday, 11.01 ITV)
Special effects have been used to give a view to nine year olds a real idea of dinosaurs.

Continuing education

The Silicon Factor (Sunday, 10.35 BBC1)

A programme investigating the economic challenge to Britain of the microprocessor.
Prefaces to Shakespeare (Sunday, 17.30 VHF4)

Barbara Jefford presents a view of "Anthony and Cleopatra".

The Non-Theatrical Wallet is Yorkshire Television's recently released catalogue of programmes and series now available on videotape.

Some schools series, as well as popular documentaries and dramas are in the Wallet, among them several that have been reviewed in the TES: *Alce: A Fight for Life*, *God's Story*, and *My World*.

The cassette tapes are available in VHS or Betamax formats. They are for sale only, and prices vary according to whether the purchaser is a school or library, and of course according to the length of the tape. An hour's viewing might be priced at around £40 plus VAT.

Further details can be obtained from Geoff Foster, Yorkshire Television Ltd, The Television Centre, Leeds.

THE OBSERVER
WORLD PRESS SERVICE FOR SCHOOLS

The increasing importance of current affairs in the school curriculum has encouraged The Observer to introduce a new Schools Service. Subscribers to the Service will receive, on a monthly basis, extracts and articles chosen from a wide spectrum of the

world's leading Press, accompanied by background material and exercises in the field of current affairs, social studies and media studies. The Service will start in September and the subscription will be £36 a year (ten packs), inclusive of postage.

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Shell-life

by John A Barker

Biology of Molluscs, Biology of Crustacea.
By J. Cremona
Focal Point Audio Visual
Slidebooks £7.25 each (£6.50 without hard cover).

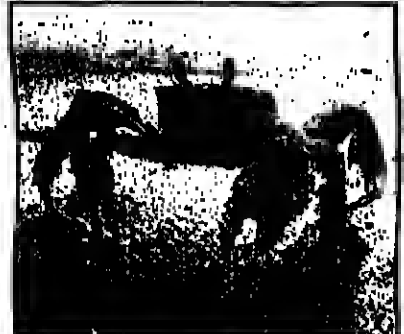
"The Biology of..." series is designed to illustrate the animal variety of named taxonomic groupings, in a manner which is suitable for pupils from the middle school to A level. Each of these packs consists of twenty 35mm coloured projection slides in standard cardboard mounts with notes. The booklets have an introduction providing brief taxonomic and biological details, followed by a paragraph of commentary for each photograph.



In photographic terms, the mollusks are better than those of the crustacea, some of the latter being partially out of focus because of depth of field or other problems. Also, a few are poorly orientated or repeat a lack of detail inherent in the original specimens.

Nevertheless, they demonstrate the features mentioned in the notes. A small point: it is irritating to discover that when the slides are loaded into the projector with their numbers the correct way up in the top right hand corners, all the images appear on the screen upside-down.

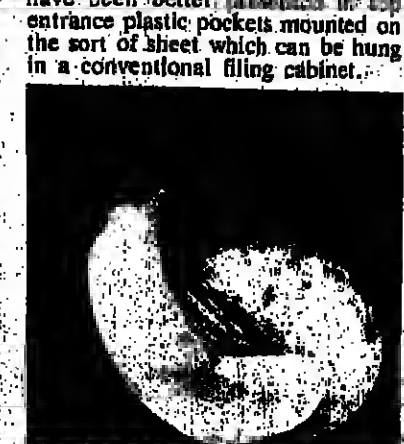
Most material of this sort is potentially informative, and both sides contain educationally valuable data, particularly in the



form of simple dissections. Illustrations of crustacean mouthparts, camouflage and molluscan copulation. The spread of examples in the groups concerned was comprehensive and so on slides, especially those of molluscs, were very clear and colourful.

It is always difficult for authors to judge just how much information to put into notes, but in this case they are so short that they will need to be supplemented by the teacher if a single package is to occupy a whole lesson. Happily, Cremona includes a few suggestions for further reading, but beware of the odd misspelled word in the text.

I don't feel wildly enthusiastic about these two sequences, though the prices are reasonable. Perhaps some additional slides, perhaps with line drawings of selected dissections and summaries of group interrelationships, would have been helpful. More biological information, on evolution, taxonomy and ecology might have been included in the notes, and the transparencies could have been better presented in the entrance plastic pockets mounted on the sort of sheet which can be hung in a conventional filing cabinet.



In sequence

What's Next...?
Four books of spirit masters for comprehension, £7.95 each
by Christopher Walker
Nelson

Prediction, sequencing and cloze exercises, as distinct from the more usual question-and-answer comprehension, have had a good press recently.

Being a comparatively recent development in English language teaching, however, their chief disadvantage at the moment is that they take an inordinate amount of teacher-time to devise in the first instance, and there is still not a great deal of published material available, particularly for primary and remedial pupils.

What's Next...? is a series of four 24-page spirit master books by Christopher Walker, an attempt to plug this gap. Devised to accompany his previous series *Think Ahead* (but entirely self-sufficient) each of the four books contains three types of comprehensive activity.

There are group prediction exercises based on three four-part serial stories; there are cloze passages, but with nonsense words instead of the more usual deletions ("When you stirb, you cry 'That is, you produce zoib', and there are sequencing activities in which jumbled sentences have to be reordered to produce a logical paragraph.

Every exercise in each of the four books is graded in terms of reading difficulty. Measured on Fry's Readability Graph, book 1, suitable for pupils with reading ages ranging from 6.5 to seven; book three (the only other volume submitted for review) for pupils in the eight-to-nine range.

At £7.95 a book, the series is not cheap, although, removed and properly used, each page should be capable of producing up to 200 spirit duplicator copies. And, well printed and attractively illustrated, these should go down a whole lot better with pupils than the hand-written copies, decorated with pen-men or not at all, that they have had to deal with up to now.

Hugh Davis

Environmental choices

by Philip Sauvain

Our Environment - Our Choice
Seven fact/discussion sheets, 60p (including postage and packing) a set, or £2 for a class set of 25

Action Pack
Posters and booklets for young people interested in conservation. £1, (enclose a large SAE).
The Conservation Trust, c/o George Palmer School, Northumberland Avenue, Reading, Berkshire, RG2 7PW.

The aspirations of the Conservation Trust - "working for greater environmental awareness and understanding" - are eminently laudable, but neither the *Action Pack*, nor the set of fact/discussion sheets, seems to me to offer much that is new to the teacher already keenly involved in conservation work.

The *Action Pack* for young people is basically a hotch-potch collection of information material, published by a variety of conservation sources. It has no unifying theme, other than that conservation is a good thing and pollution a bad thing. There are leaflets inviting the child or student to visit the Waterways Museum at Stoke Bruerne, to join WATCH, Panda Club UK, the Conservation Volunteers, the YHA and WWOOF (Working Weekends on Organic Farms), while other pamphlets describe the work of the National Federation of City Farms, Friends of the Earth, the Wildfowl Trust and Outward Bound.

I wouldn't have thought any of these organizations made a charge for their promotional literature, but the cost of postage being what it is, some teachers will undoubtedly find it useful to be able to acquire a set of leaflets ready-collated like this.

Other items include pamphlets published by Young Oxfam, the Tree Council, the Civic Trust for

the North West and the CofE Youth Unit (Control for Environmental Conservation).

The most substantial item is a stapled collection of 10 slides of duplicated A4, entitled "How to find out", in which the Conservation Trust itself aims "to help you find your way through the massive amount of information that is available".

Presumably this is directed at A Level pupils, since it uses the statistical concept of "regulation" and urges the student to "Distinguish between the measurable attributes or variables" and the non-measurable attributes. Unfortunately 10 A4 pages are insufficient to allow the author(s) to develop any really helpful methodological structure for the student of conservation.

The seven fact/discussion sheets entitled *Our Environment - Our Choice* are even less helpful. They cover population, resources, pollution, the developing countries, food, the motor car and modern technology. Here sweeping and often ill-founded generalizations are classified as facts.

In the leaflet "What do you eat?" we are told: "Our consumption of starchy foods - bread, cakes, sweets, etc. - continues to rise, leading to the rapid decay of our teeth". Does real bread really lead to tooth decay?

In any case the student who bothers to check the relevant statistics in *Social Trends* (a recommended HMSO reference book listed in the *Action Pack* bibliography) as "particularly valuable" will discover that between 1965 and 1975 there was actually a substantial decline in the consumption of sugar and preserves, potatoes, bread and cereals in Great Britain.

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Havering

Dietary goals

Monks Hill School, Crowdon.

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

It might seem from what has been

It might seem from what has been

continued

...that product differentiation has left him with limited informa-

1992

EXTRA

Health Education Index 1983

Health Education Index is a listing, classified under more than 100 subjects, of every sort of material applicable to health education in its widest sense. Each of the over 9,000 different items is briefly described, age groups indicated, prices and the name, address and telephone number of sources. What it is, where to get it, what it costs.

CSE, O-level or beyond

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Titles for this older group of students and young people are included for the first time. This reflects the growing interest in this subject area in the secondary school, partly as 'preparation for living and the learning of life skills', but also for meeting specific problems of growing up. These subjects can provide an initial introduction to the content of a variety of career courses in the caring services, and there is an increasing tendency for them to be taken as examinations at CSE and O-level or beyond.

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A matter of principles

By Jonty Crockett

"We need little plads every day because they drittle in our ings. Q. Why do we need little plads every day? A. To drittle in our ings. Q. What happens in our ings? A. Little plads drittle. Q. What are little plads? A. Things that drittle in our ings."

This is learning. All the specifics are present - "things" have names, there is a relationship between them, the "learning" can be recalled upon request. In terms of Bloom's Taxonomy this could be category 1 - "knowledge". But what of understanding - of comprehension? For these children what is a little plad?

At a recent conference organized by the DES for home economics teachers we were asked to encourage pupils in problem solving. It was suggested that home economics subject matter was ideally suited to this purpose as "application of knowledge in new and concrete situations" was a hallmark of the subject. In the sense in which "application of knowledge" was used (Bloomian), it was about applying "things" such as methods, concepts, principles, natural laws, theories, and it requires a higher level of understanding than that needed for either knowledge or comprehension. How effectively then could a little "plad" solve problems?

Panful as this may seem, how are we to be sure that a child has an

acceptable notion of a "plad" especially if it can't be seen? And what is to "drittle", and where/what are "un-ings"?

Compare little plads with "we need vitamin C because it makes collagen and intracellular cement". What would an eleven-year-old make of this - what is collagen, vitamin C, and how does vitamin C make intracellular cement?

Comprehension of this statement - as opposed to recall, requires at least some understanding of the concepts involved. However, while this statement is valid it is not one that can be used to solve home economics-type problems. It is background information. The subject would benefit from having a comprehensive list of those principles and natural laws which can be applied. In addition the teaching methods that are currently employed need to be examined for their effectiveness in teaching principles and any abstract concepts embodied in them.

This need to consider the subject material as a resource for teaching this technological process may concern those teachers who feel it is just another bendwagon (although as a school subject home economics has important features which are not shared by CDT). But in my own teaching, to students and inservice teachers, I teach principles of cookery, nutrition, cleaning and so on

because I have found them to be of great value for learning and because it saves teaching time.

The term "principle" has a wide meaning, but I hope that the way in which I used it will become clear. The ones that I use have been drawn from the sciences - botany, physics, physical chemistry, and from a bank of those that have been especially formulated for the subject, by practitioners of it. Examples include hot air rises, vegetables wilt if they dry out, heat enters food slowly from the outside, pastry as a container, oil deters watery dough from sticking to tins, foods cook more quickly if they are thin, leafy vegetables are easier to chop if the stalks are left on, flow-cherries for time planning, a four-square meal, if foods dry out during cooking they crisp and brown, wash cleaner things first.

This list is a mixture of types of principle, and there appear to be three important ones. Those that are central laws, those that are modes of attack on a problem, and classification systems. They all display a relationship between two or more concepts, and they have been generated from separate instances of phenomena. Some seem more obvious than others, some are of wider application, and some may be intellectually more difficult. Yet each benefits from explicit teaching, all are parsimonious and once grasped can

Decide for yourself

questioned by our pupils. How soon will it be, I wonder, before we get "Don't forget the fruit gums, Dad" on a regular basis?

We consume services as well as goods, though, and many of them are now provided by the state: education and medical care are particularly important for most of us. One characteristic of these services is that sometimes, as consumers, we feel we have very little to say in the services provided.

To conclude here is another story: Mrs Brown is distressed by what she considers to have been rudeness on the part of her doctor. She writes a mild letter to the senior partner explaining the situation and asking if she might be transferred to another doctor within the practice. She is informed that she must find a doctor elsewhere, since none of the doctors in the group is now willing to continue (treating her). So, what should she do? When you've come to your conclusion please don't write to me. Just ask yourself: what would you have done? What would your reaction have been if the green-grocer had behaved in a similar manner? And, ought this issue to be part of consumer studies?



Sea Fish Industry Authority

For information about fish contact the
Sea Fish Industry Authority
Sea Fish Information Service
24 Bedford Square
London WC1
Tel: 01-637 4611

The Authority has a team of home economists who can give lectures and fish cooking demonstrations throughout the country.

For Scotland ring
Sea Fisheries House
Edinburgh 031-225 2515

A matter of principle

continued

appear self-evident. Take for example "if foods dry out during cooking they crisp and brown". Adult experience would recognize this phenomenon occurring in several instances - the skin on a baked rice pudding, the undersurface of a griddled scone or a fried egg, the top surface of a griddled sausage. This browning and crisping effect, which also adds flavour, wouldn't occur if the pudding was stewed, an egg poached or sausage meat used as a stuffing. A classification of cooking methods into "those that brown and crisp" and "those that don't" is a simple yet effective tool for problem solving in new situations. For example "I like chips but must cut down on fat - could I invent a non-fried substitute?" And "How could I prevent the thinner parts of a chop from overbrowning?"

Would this principle/pattern be self-evident to a child who has had little cooking experience? Would a girl from an inner city school recognize a game which tests on four principles - go forward, support, continuity, and pressure?

Analysis of the game with teacher guidance may reveal that the ball is usually passed hand to hand by players who support each other in their attempts to continually move forward, with an opposition who use almost any tactics to reverse the position. Being given the name of the game or the four principles beforehand would not help in understanding rugby football. Similarly cooking principles where pupils should be guided through actual occurrences of a phenomenon, where the effects are observed at each stage and where a pattern of behaviour becomes clear.

The browning effect, or lack of it, can clearly be charted in first year work on simple cooking methods. The effects on the food of boiling, poaching, dry-frying, baking and grilling should only be noted in the first instance but made very explicit none the less. The "drawing together", "seeing the pattern" comes at the end of the lesson sequence. I know that this is done successfully in several departments where lower school scientific work is based mainly on effects and patterns - their observation, description and possible classification. And where carefully chosen technical terms are given explicit treatment.

One problem of doing such work in the lower school is terminology, as many of the explanations of these effects are drawn from difficult notions of physics, chemistry, etc. In the above example the brown, sticky, flavoursome materials are substances produced as a result of the Maillard reaction. This requires a detailed knowledge of chemistry for understanding and hence explanation, and this is unsuitable early on. However, used as a verb, Maillarding has meaning and utility (lexicographers please note), for the recognition of the effect, the fullness of time the nuances of the carbonyl-amine reaction can be looked at.

But how to decide which principles are useful. We are currently told that the two principles of nutrition are "eat to moderation" and "eat a variety". Moderation and variety will be construed by individuals according to their experiences. Yet nutritionists define them precisely, and include concepts of energy and nutritional value of foods, food preferences, individual physiological requirements, effects of storage and cooking on food value. For the learner with little or no understanding of all these ideas application to their own circumstances is a remote possibility. Thus they are bad principles with which to start learning. There are some classification systems which, while being valuable to others have no utility in home economics.

Perhaps the classic area for principles which are unsound, is in nutrition education where current dietary problems cannot be solved by their application. I hope that this attempt to elucidate an important issue for home economics has not created too many little plads.

Jonty Crockett is researching into nutrition education at Surrey University.

In-service discovery

Aileen L'Amie on the use of the microscope in home economics

The past decade has seen a marked change in approaches to the teaching of home economics, with greater emphasis now being placed on an investigatory approach in the study of food, nutrition and textiles.

In all three areas the microscope and simple hand lens have proved to be invaluable aids both in opening up new and exciting vistas for pupils and providing the teacher with an excellent method of reinforcing theory via directed discovery learning.

Teachers desirous of introducing microscope work into their curriculum have sometimes felt the need for short in-service courses specifically geared to this type of work. Requests from home economics groups channelled through their local teachers' centre have resulted in a number of such courses being held throughout Northern Ireland. Since the numbers on any one course are necessarily limited by the practical work involved, the basing of each course at a teachers' centre has the advantage of ensuring that all interested teachers in that catchment

area can attend. Approval of the course by the Department of Education, Northern Ireland (DENI) means that teachers receive travel expenses to and from the centre.

There have been no problems related to facilities; the centre provides suitable accommodation and audio-visual aids, while the equipment needed for the practical sections of the course are transported from the polytechnic.

A total of eight to ten hours has proved sufficient to introduce the techniques involved and ensure teachers become confident and skilled in their use. Preference among home economics teachers in Northern Ireland has been for sessions lasting two hours a week rather than a concentrated two day course. Spreading the course over four or five consecutive weeks has enabled teachers to practice the techniques and in some cases to immediately incorporate certain of them in suitable current lessons. It also avoids overuse of the microscope within a relatively short period of time which can be tiring for anyone unused to such work.

The current course has two major aims: first to enable teachers to become competent in using the microscope and second to indicate how it might be used to assist understanding of basic nutrition. The initial session is given to the examination of pulses and cereals, all of which show up clearly and easily under a hand lens or microscope, the latter being used with a X4 objective lens and top-lighting only - no sub-stage illumination via mirror or electric bulb.

Sugar and salt crystals and textile fabrics are good starting materials for the course when crystal size and shape and fabric construction can be examined. Pulses and cereals are examined for the presence or absence of bran, food store and embryo. Brown and white rice provide a good contrast. The problem of cutting brown lentils, marrowfat peas or wheat grains can be overcome by prior steeping in water for several hours. It is not necessary to set the objects on a microscope slide; in fact a clearer profile may



Subsequent sessions involve mounting the food material on a slide and viewing using sub-stage illumination when the X10 objective lens can be used. Probably the best starting point for this is the transverse section of a potato tuber. Rice and red lentils show up very well when set on a piece of black card.

continued

Are your pupils getting their fats right?



fats in our food and sources of polyunsaturated and saturated fats.

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appear self-evident. Take for example "if foods dry out during cooking they crisp and brown". Adult experience would recognize this phenomenon occurring in several instances - the skin on a baked rice pudding, the undersurface of a griddled scone or a fried egg, the top surface of a grilled sausage. This also adds flavour, wouldn't it occur if the pudding was made on a hob, a scone dumpling was stewed, an egg poached or sausage meat used as a stuffing. A classification of cooking methods into "those that brown and crisp" and "those that don't" is a simple yet effective tool for problem solving in new situations. For example "I like chips but must cut down on fat - could I invent a non-fried substitute?". And "How could I prevent the thinner parts of a chop from overbrowning?"

Would this principle/pattern be self-evident to a child who has had little cookery experience? Would a girl from an inner city school recognize a game which tests on four principles - go forward, support, continuity, and pressure?

Analysis of the game with teacher guidance may reveal that the ball is usually passed hand to hand by players who support each other in their attempts to continually move forward, with an opposition who use almost any tactics to reverse the position. Being given the name of the game or the four principles beforehand would not help in understanding rugby football. Similarly cooking principles where pupils should be guided through actual occurrences of a phenomenon, where the effects are observed at each stage and where a pattern of behaviour becomes clear.

The browning effect, or lack of it, can clearly be charted in first year work on simple cooking methods. The effects on the food of boiling, poaching, dry-frying, baking and grilling should only be noted in the first instance but made very explicit none the less. The "drawing together", "seeing the pattern" comes at the end of the lesson sequence. I know that this is done successfully in several departments where lower school scientific work is based mainly on effects and patterns - their observation, description and possible classification. And where carefully chosen technical terms are given explicit treatment.

One problem of doing such work in the lower school is terminology, as many of the explanations of these effects are drawn from difficult notions in physics, chemistry, etc. In the above example the brown, sticky, flavoursome materials are substances produced as a result of the Maillard reaction. This requires a detailed knowledge of chemistry for understanding and hence explanation, and this is unsuitable early on. However, used as a verb, Maillarding has meaning and utility (lexicographers please note), for the recognition of the effect, in the fullness of time the nuances of the carbonyl-amine reaction can be looked at.

But how to decide which principles are useful. We are currently told that the two principles of nutrition are "eat in moderation" and "eat a variety". Moderation and variety will be construed by individuals according to their experiences. Yet nutritionists define them precisely, and include concepts of energy and nutritional value of foods, food preferences, individual physiological requirements, effects of storage and cooking on food value. For the learner with little or no understanding of all these ideas application to their own circumstances is a remote possibility. Thus they are bad principles with which to start learning. There are some classification systems which, while being valuable to others have no utility to home economics.

Perhaps the classic area for principles which are unsound, is in nutrition education where current dietary problems cannot be solved by their application. I hope that this attempt to elucidate an important issue for home economics has not created too many little plads.

Jonty Crockett is researching into nutrition education at Surrey University.

In-service discovery

Aileen L'Amie on the use of the microscope in home economics

The past decade has seen a marked change in approaches to the teaching of home economics, with greater emphasis now being placed on an investigatory approach in the study of food, nutrition and textiles. In all three areas the microscope and simple hand lens have proved to be invaluable aids both in opening up new and exciting vistas for pupils and providing the teacher with an excellent method of reinforcing theory via directed discovery learning.

Teachers desirous of introducing microscope work into their curriculum have sometimes felt the need for short in-service courses specifically geared to this type of work. Requests from home economics groups channelled through their local teachers' centre have resulted in a number of such courses being held throughout Northern Ireland. Since the numbers on any one course are necessarily limited by the practical work involved, the basing of each course at a teachers' centre has the advantage of ensuring that all interested teachers in that catchment

area can attend. Approval of the course by the Department of Education, Northern Ireland (DENI) means that teachers receive travel expenses to and from the centre. There have been no problems related to facilities; the centre provides suitable accommodation and audio-visual aids, while the equipment needed for the practical sections of the course are transported from the polytechnic.

A total of eight to ten hours has proved sufficient to introduce the techniques involved and ensure teachers become confident and skilled in their use. Preference among home economics teachers in Northern Ireland has been for sessions lasting two hours a week rather than a concentrated two day course. Spreading the course over four or five consecutive weeks has enabled teachers to practice the techniques and in some cases to immediately incorporate certain of them in suitable current lessons. It also avoids overuse of the microscope within a relatively short period of time which can be tiring for anyone unused to

such work.

The current course has two major aims; first to enable teachers to become competent in using the microscope and second to indicate how it might be used to assist understanding of basic nutrition. The initial session is given to the examination of pulses and cereals, all of which show up clearly and easily under a hand lens or microscope, the latter being used with a X4 objective lens and top-lighting only - no sub-stage illumination via mirror or electric bulb.

Sugar and salt crystals and textile fabrics are good starting materials for the course when crystal size and shape and fabric construction can be examined. Pulses and cereals are examined for the presence or absence of bran, food store and embryo. Brown and white rice provide a good contrast. The problem of cutting brown lentils, marrowfat peas or wheat grains can be overcome by prior steeping in water for several hours. It is not necessary to set the objects on a microscope slide; in fact a clearer profile may



Subsequent sessions involve mounting the food material on a slide and viewing using sub-stage illumination when the X10 objective lens can be used. Probably the best starting point for this is the transparent background. Rice and red lentils show up very well when set on a piece of black card.

continued

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Decide for yourself

continued

questioned by our pupils. How soon will it be, I wonder, before we get "Don't forget the fruit gums, Dad" on a regular basis?

We consume services as well as goods, though, and many of them are now provided by the state: education and medical care are particularly important for most of us. One characteristic of these services is that sometimes, as consumers, we feel we have very little to say in the services provided.

To conclude here is another story: Mrs Brown is distressed by what she considers to have been rudeness on the part of her doctor. She writes a mild letter to the senior partner explaining the situation and asking if she might be transferred to another doctor within the practice. She is informed that she must find a doctor elsewhere, since none of the doctors in the group is now willing to continue treating her. So, what should she do? When you've come to your conclusion please don't write to me. Just ask yourself: what would you have done? What would your reaction have been if the green grocer had behaved in a similar manner? And, ought this issue to be part of consumer studies?

EXTRA

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In-service discovery

When this skin is peeled off and placed on a slide with a drop of water added to prevent it drying out the typical rectangular cells of the onion can easily be seen through the low power lens.

The photograph shows the appearance of these cells, and while not up to the standard of a commercial photograph it does convey what is actually seen "down the microscope". A more colourful appearance can be obtained using the skin from a piece of red rhubarb or a tomato whose cells contain red pigment. Slides of other fruit and vegetables can readily be made by squeezing a small quantity between two slides. This "sandwich technique" can be used to demonstrate the thick veins in cabbage leaves, the large cells of apple and the starch in raw and cooked potato. Meat and fish can be examined for long muscle fibres, fine collagen fibres and round fat cells.

The use of stains such as dilute iodine or methylene blue solutions can be used to give a clearer picture of cells and their contents particularly fruit and vegetables. Dilute iodine, for example, will show up the nucleus in the onion cell.

It is very important that anyone starting this microscopic work be given a clear picture of what it is they are expected to see down the microscope. Commercial slides of animal or plant tissue can be used

for this purpose, or a sketch can be made on the blackboard or beside the microscope. Equally effective is a quickly prepared sandwich slide made by the teacher either on the spot or in advance of the lesson. Such slides can be kept in the fridge for some time. The two slides being taped together and wrapped in a plastic bag. Air bubbles must be identified, as their shape often leads to their being mistaken for cells.

The decision as to what, where and when microscope work is to be included in home economics lessons is up to the teacher. Many teachers are already using the microscope to demonstrate the changes which cooking confers on raw food material and to study textile fibres and

fibres. Nutrition often thought to be a purely theoretical subject should benefit from the use of this practical approach. Examples of the link between microscope work and nutrition include the thick walls of fruit and leaf veins (fibre), the presence of fat in luncheon and sausage meat and the apparently empty cells of apple contrasted with the starch filled potato cell.

One of the great advantages of in-service courses is the opportunity they provide for discussion and exchange of ideas among teachers. It is evident that the way in which microscope work is introduced to home economics classes varies from school to school. Some teachers wait until the children in science have introduced the microscope and use it very early in the year. It makes little difference whether food and/or textiles are used in these early lessons. The essential thing is to have one or more microscopes always available in the classroom and to encourage their use. Frequency and degree of use will obviously depend upon the lesson and teaching sequence.

In-service courses can assist in the acquisition of new skills and ideas and hence provide a foundation from which teachers can develop their curricula. One or two follow-up seminars held eight or ten weeks later can prove invaluable in enabling teachers to evaluate both the in-service course and the use they have made of its content.

Allison L'Amie is a lecturer in the Faculty of Education, Ulster Polytechnic

Cooking for health

Report by Gillian Thomas

The Victoria sponge brigade are under attack in Canning Town. Creaming ingredients together with exquisite care new matters much less than what those ingredients are, preferably wholemeal flour and a minimum of fat and white sugar.

This is no cranky health food fad. It is a determined effort to show that home economics, far from being simply how to bake a cake, can lay the foundations for a lifetime of healthy eating.

Three years ago Newham Health Authority in east London, created the first post of its kind, community dietitian with special responsibility to schools. It was filled by Anne Heughan, 27, who after taking a postgraduate diploma in dietetics at Manchester Polytechnic had lectured with the Flour Advisory Bureau. This brought her into close contact with schools, and particularly with home economics teachers. (Another dietitian Kiran Shukla, specialises in pre-school and Asian nutrition.)

Together with teachers from Woodside and Cumberland Schools, both comprehensives, Anne Heughan is now evaluating the first phase of the radical home economics programme introduced in their two schools and three of the borough's primary schools in 1981.

It was based on a nutrition pack which in turn formed part of a wider research project being carried out among 4,000 Newham schoolchildren by the Senior Dental Officer for Protection of the City and East London Area Health Authority. This is now also being evaluated and written up.

The aim of the pack is to change the food element of home economics, shifting the traditional emphasis on manipulative skills and methods of cooking to the importance of a nutritious diet and how to choose it.

I think it is ridiculous that children learn how to make cakes and pastry in school but not how to handle cheap cuts of meat and the use of seasonal vegetables, including for instance the highly nutritious pulses and beans," says Anne Heughan. "As adults they will benefit far more from knowing how to eat healthily than simply knowing how to cook - which most will pick up through sheer necessity anyway."

The pack is a file of A4 sheets on aspects of nutrition designed for use

with all ages of children and in any order. It covers the types of food needed for a healthy diet (much more understandable than using categories like "fats", "proteins", "carbohydrates" and "vitamins") and the foods which are best avoided such as sugar and salt. There are teaching guidelines, resource lists and suggestions for projects. Leaflets and other relevant reference sheets are also included.

"It has meant changing my whole style of teaching," says Anne Doller, Head of Home Economics at Cumberland School.

"It would have been much easier to stick to the traditional way because the children know what to expect. In particular, boys are very keen to make cakes and are disappointed to discover that home economics is not at all just cooking, let alone cake-making. Those activities are kept as an end of term treat!"

All children at Cumberland School take home economics in their first three years, though the subject alternates with art and design after the first. Since this means the work is then much more spread out, children inevitably tend to forget some of the things they learned initially.

Interestingly, however, Anne Doller has noticed that it is the practical aspects of cooking which get forgotten most - not important dietary messages such as the need to include fibre and the unhealthy aspects of too much sugar, salt or fat.

Introducing this radical approach has not been without its problems. The main one is that O level and Mode 1 CSE examinations are still very much geared to manipulative skills and methods so that a candidate who prepares an attractive fruit flan as a dessert is likely to gain him or herself more marks than for a fresh fruit salad.

Examiners also tend to dislike that appearance of scones made from wholemeal flour or vegetables that are scrubbed rather than peeled and it takes a confident pupil to defend this choice. One CSE moderator at Cumberland School actually stated her own preference for white bread.

"Attitudes like that are making me question the importance of exams,"

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continued

EXTRA

Cakes or criteria?

By Allison Thomson, Eileen Turner and Chris Cumming

The Assessment in Home Economics Research Project, based at Moray House College of Education, Edinburgh, is funded by the Scottish Education Department (SED) for two and a half years from last January 1. In addition to a full-time research officer, three college staff are involved part-time. The project forms part of the larger research programme initiated by the SED in response to the Munro-Dunning Reports on new courses and examinations at 16.

In this project we aim to identify the issues involved in assessing attainment in Home Economics, devise some assessments and try them out in schools, and monitor how teachers introduce new recommended assessment practices. The context for the investigation is Home Economics of Scottish Secondary schools (ie. 14-16 year olds). It is therefore concerned with pupils currently following external examinations courses (O grade) in Food and Nutrition (F and N) and Fabric and Fashion (F and F); CSE (Mode III) courses which are assessed internally with external moderation or school-based courses.

Recently a Government decision has been taken to introduce certification for all pupils, at three levels of difficulty, called for convenience, "Foundation", "General" and "Credit". The context for assessment and certification is therefore changing.

Fieldwork began last March 1982. More than 50 teachers in 11 Home Economics departments were interviewed and assessment documents

and course outlines collected. These data provided information about the course offered to pupils, types of assessment used, the reasons for the assessment of pupils' work, recent changes in assessment techniques and what future changes teachers would welcome. It became apparent that many teachers were unfamiliar with current assessment vocabulary.

There was also a lack of correspondence between teachers' stated course aims, half of which could broadly be described as "affective" and written assessment instruments which almost exclusively test recall of factual material. When practical work is assessed, especially in O grade F and N, teachers face a complex and difficult task in which it is not always easy to be objective.

Many teachers suggested that "lack of time" explained their failure to develop new, improved methods of assessment. Others were fearful that the suggested introduction of diagnostic and/or criterion-referenced testing could involve them in a great deal of time-consuming record-keeping.

Our work then concentrated on four departments which, between them offered a variety of courses. Selected staff were interviewed again in connection with observed lessons in

F and N, F and F and CSE courses. Pupils in those classes completed a simple questionnaire about their perceptions of assessment, in general, and in relation to the particular lessons. We thus had data relating to three views of assessment taking place in a lesson - those of the teacher, pupils and researchers. Formal assessments of O grade and CSE food classes were also observed.

How do teachers prepare themselves to adopt new ideas? One way might be to expose them to information about new (and supposedly better) methods. All teachers in the four departments were therefore invited to a seminar at which we hoped to explore the use of technical terms associated with assessment, to encourage the teachers to consider, and maybe question, their current assessment practices; and to introduce new assessment methods which they might adopt.

Later, as we might have expected from other research findings, we found little evidence that teachers were actually adopting any of the suggestions made. Nor had many managed to read the handouts provided at the seminar. However, it fulfilled a valuable social role in bringing together staff from different

schools, and highlighted issues for further investigation.

The rest of the work of the project will be outlined briefly. A small unit of work was chosen in each department for intensive study. These were Emotional Development of Toddlers in a CSE child care course, "Festivals" in a F and F O grade course plus consumer education and health modules from school-based courses. We researched each unit in a different manner in order to test out various methods of assessing the development of new assessment practices. We observed lessons and examined the materials used in teaching the course units. The tests and other assessment techniques used were analysed. We then prepared a detailed report for each teacher. When those units are taught again next session we hope to be able to assess whether any changes in assessment techniques have occurred. Where possible we have arranged workshops with the departments on aspects of the observed work.

It became apparent that there was insufficient time to pursue all aims with all departments. So in two departments we are concentrating on the development of test items by responding to initial requests from teachers. As a result of this collaboration we

plan this month to trial items which test basic food skills and others which relate to a unit of work on "people and homes".

Both sets would be suitable for use in a foundation course. Later it is hoped to try them out in some of the other seven departments. In the other two departments contact is more frequent and informal. The research team is monitoring any changes in assessment procedures occurring, the sources of information about assessment tapped by teachers and the constraints under which they operate which prevent innovation taking place.

One of these constraints is time. Do teachers have time available to enable them to develop new courses and appropriate assessment instruments? They say not. We intend to collect data, early next session, on what Home Economics teachers actually do in their non-class contact time in school, and out of school hours. We anticipate that this will provide evidence to support their claims for more time to be made available for developmental activities for the new courses and assessment procedures - claims which have apparently been tacitly acknowledged by the recent announcement of probable extra school closures to allow time for developmental activities.

Allison Thomson is head of HE at Moray House College, Eileen Turner is research officer on the Project and Dr Chris Cumming is on the staff of The Education Department at Moray House.

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Anne Heughan (left) with Linda Berry and Anne Doller, teachers from Cumberland School

strations. "Unless children see a dish being made it is even more difficult to get them to change their attitudes," she says. "And of course tasting is important too. When I cooked 'lazy lentils' for a group 11-year-olds recently, four said they disliked onions, a basic ingredient. Three eventually agreed to have a taste - and liked them."

She encourages teachers to let her know which dishes work well in the classroom. In addition the ILEA night school class at which she teaches wholefood cookery, provides an invaluable testing ground for new ideas.

Recipes and cookery ideas are a basic component of the in-service training which she is now organizing for home economics teachers in the borough. A day seminar on healthy

eating and its applications takes place on July 15.

In the long term only a change of course on the part of the various examining boards can effect the way home economics is taught. Inevitably some are more forward-looking than others on nutrition.

Teaching training is the other vital factor although it is already moving towards a health-orientated approach, largely due to the DHSS guidelines in *Enriching Health* published in 1977.

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Firm opinions

John Gilbert writes on alternative frameworks in home economics.

Talking recently to a group of young people in a secondary school, I asked them what they thought of home economics. Immediately all the boys lost interest, as they did not take it. The girls had a variety of comments. The practical skills were sometimes boring, for example, spending a double period ironing a tea towel. Buying and organizing materials for classes was often expensive and inconvenient.

Their teacher had parallel comments. Very many of those taking the subject showed low overall attainment in school life. The syllabuses for public examinations were narrowly conceived. The scope of work that could be attempted was restricted by resource shortages. Such informal questions might well have drawn equivalent answers for other subjects, and may have been unrepresentative regarding home economics. Yet they do point at the tensions between the ideals of education and its everyday reality.

On one view, ideal education is concerned with the progress of the individual developing knowledge that is useful in everyday life. This is done by working on a specially designed curriculum supported by ample resources including that of time. Cooperative activities are common, yet attainment is measured by individual progress against personal standards.

Education, in reality, is too often concerned with the apparent progress of a group, acquiring knowledge that is academic in the worst sense of the word. Work is arranged around an impersonal curriculum, supported by scant resources, and conducted against the clock. Cooperative activities are relatively uncommon, and attainment is measured against cohort norms. Dispiriting though the contrast can be, teachers have always striven to provide something that approached the ideal as closely as possible. The problem has been how to do it.

The adaptation of Piaget's ideas for mass classroom use has appeared, for many, to provide a route. Young people of secondary school age could be given quiet paper-and-pencil tests which would diagnose them as being "concrete operators" or "formal operators". These terms, in Piagetian theory, show a difference between qualitatively different stages of reasoning. An intellectual demand could be inferred for concepts, and particular concepts taught to students considered capable of mastering them.

This approach has met with a number of difficulties: individuals perform with different tasks, in ways not anticipated by the tests; concepts can be acquired in a wide diversity of forms; the use of such tests to deny students access to particular ideas is repugnant to many teachers. More recently, a new approach has emerged which makes use of the idea of "alternative frameworks".

The idea arises from an approach to learning called personal construct psychology. This asserts that each individual approaches every situation in life with a predictive theory which is then tested out for its explanatory power, and modified accordingly. Thus, each individual will have a conception associated with a particular word or event. They may well be markedly different, or alternative, to the socially agreed meaning.

Meticulously for the classroom teacher, the galaxy of individual conceptions can be reduced to a handful of generalized descriptions of meaning: the alternative frameworks. Their



At Lewisham School in S. London children from different cultural backgrounds involve in food dishes and ways of preparing them. This young Asian cook demonstrates how to make a 'wak'.

detection and implications, originally considered within the physical and biological sciences, have great potential for moving towards the ideal in education.

Alternative frameworks, arising from an individual's explanations, can best be derived from conversations. These have been focused on a piece of apparatus, but diagrams and transcripts have also been used. The discussions have been tape-recorded and transcribed for analysis. This approach, which is inappropriate for everyday classroom use, may be modified to allow discussion by groups of students followed by the teacher collecting the ideas together.

This work, which has been going on for under 10 years, is beginning to produce fascinating results in many countries for different words. The alternative frameworks are often tenuously held by students and most resistant to change. Classroom techniques for their modification are beginning to evolve. The first curriculum segments to be based on their recognition are just emerging. When more fully available, they will enable a teacher to genuinely start from "where every individual student is" and to design instruction for personal development. By so doing, curriculum time can be saved because the need for repetition of teaching will be reduced. Criterion-referenced testing will enable graded tests, showing an individual's progress, to be evolved. The resource implications are less clear, but teachers will make much more use of group discussion techniques.

Very little work has been done on alternative frameworks for words used in home economics. Students do believe that cold enters your body on a cold day, rather than heat leaving it. They do believe that meat is a protein, rather than a collection of nutrients. Many believe that you see by light rays leaving your eyes, rather than the reverse. The need for detailed work is evident.

Being ultimately concerned with everyday life, home economics uses many ideas on which students are sure to have firm opinions. Given the pressing need to evolve a multicultural approach to home economics, the identification of fundamental beliefs about the efficacy of different forms of behaviour, including those associated with food, clothing and hygiene, is long overdue. By identifying the ideas that both boys and girls bring to the subject self-imposed sex-typed roles can be scrutinized. Building on everyday interpretations of everyday events

will enable home economics to emerge as a more genuinely valuable part of school culture.

Dr John K. Gilbert is senior lecturer in science education at the University of Surrey.

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COUNTERTOP COLLEGE
1000 Countertop Road, Leicester LE1 1JL
Required for September 1983. Scale 1 or 2. Teacher of COMPUTER STUDIES. Must have a degree in Computer Science or equivalent. Salary £11,181.15. Apply by letter to the Headmaster enclosing curriculum vitae and references. (1000) 12222

BUCKINGHAMSHIRE
COUNTY COUNCIL
1000 County Council, High Wycombe, Bucks. HP12 3JL
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MID LAMORGNAN
COUNTY COUNCIL
1000 County Council, Mid Lanarkshire, Scotland
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BUCKINGHAMSHIRE
ROYAL GRAMMAR SCHOOL
1000 Royal Grammar School, High Wycombe, Bucks. HP12 3JL
Required for September 1983. Scale 1 or 2. Teacher of COMPUTER STUDIES. Must have a degree in Computer Science or equivalent. Salary £11,181.15. Apply by letter to the Headmaster enclosing curriculum vitae and references. (1000) 12222

SUFFOLK
NORTHGATE HIGH SCHOOL
1000 Northgate High School, Ipswich, Suffolk IP4 1JL
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Scale 1 Posts

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Scale 1 Posts

SOUTH SHROPSHIRE
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Scale 1 Posts

ROTHAMPTON BOROUGH
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BRADFORD
CITY OF BRADFORD
SCHOOL BOARD COUNCIL
HAS WOOD GRAMMAR
SCHOOL Comprehensive, p89
on roll, 142 in Sixth Form.
Required for September 1986
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maternity leave of the post
Newly qualified teachers
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teachers will be considered
Newly qualified teachers
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ent all round facilities

Further details and applications for admission to the school may be obtained from the Headmaster, Nab Wood Grammar School, Collingdale New Roads, Ennis, West Corkshire P.D. Enquiries should be completed and forms should be returned to the school by 22nd June 1986.

graduate teacher for
MATHEMATICS in the
Teaching available at a

**BUCKINGHAMSHIRE
BEACONSFIELD/CHILTHAM
AREA
SCHOOLS**
Quill Hall Lane, Aingerh...

School is examination and also to assist with our A scale & post available if suitable candidate.

Further details and applications forms for the list whom they should be turned by 17th June. 1008 163

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KINGHAMSHIRE
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 The school is situated
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URPOLITAN BOROUGH
RY
COMMUNITY STUDIES
ic it
for 1st September
at Uxworth/Whitefield
School:
Letters of application en-
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Head Teacher, Cossington
Road, Whitefield
School, Whitefield
1983. (dddss) 134495

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DIP. 1d

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FOR SEPTEMBER
 1931
 Assistant Teacher of Religious Studies. Temporary position for one term approximating 12 weeks. Salary £100 per annum. Apply to the Secretary, University of London, 10, Bedford Square, London, W.C.1. For further particulars apply to the Secretary, University of London, 10, Bedford Square, London, W.C.1. For further particulars apply to the Secretary, University of London, 10, Bedford Square, London, W.C.1.

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UNTY COUNCIL
EN BLIZABETH

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English to assist with continuing
one with a qualification in French
member, 1963.

Modern Languages to assist with
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CHESHIRE
BOUQUET COMMITTEE
CHESHIRE SCHOOL
Church Lane, Drogheda,
Warrington.
Tel: Warrington 32895.
Closing date: 04 June 1983.
Group 7181
Required for September 1983.
TEACHER TO ORA.
NIGHT, 1983, to be
Outdoor Pupils through-
out the school. Possibility
of 1000 post for suit-
able applicants.
GENERAL SUBJECTS
TEACHERS interested in
teaching and possibly an
advantage. Possibility of
1000 post for suitable
applicants.
Accommodation: 1000
three bedrooms, self-con-
tained flat, available in
school grounds. The Au-
thority's scale of charges.
The successful applicant
will be required to under-
take an average of fifteen
hours per week, for which
an allowance will be paid.
Application forms avail-
able from the Education
Office, Drogheda, Warrington,
Cheshire, (0577) 100890.

HERTFORDSHIRE
PINWOOD SCHOOL
1000 post for suitable
applicants. The successful
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of fifteen hours per week,
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Application forms avail-
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HUMBERSIDE
CITY OF BRISTOL
1000 post for suitable
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KENT
BURNING PLACE SCHOOL
1000 post for suitable
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KENT
COUNTY COUNCIL
1000 post for suitable
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LEICESTERSHIRE
LEICESTER SCHOOL
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LEICESTERSHIRE
CROWN HILL SCHOOL
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APPOINTMENTS IN SCOTLAND

Tayside Regional Council

Education Department

ASSISTANT DIRECTOR OF EDUCATION

£13,128-£14,067 (Ref. 91/83)

Tayside Regional Council is seeking a successor to the present Assistant Director of Education currently located within the Dundee Divisional Education Office, Nethergate Centre, Dundee. The successful applicant will be responsible for the provision of primary and special education within the Division including staffing, curriculum development, in-service training and forward planning on the basis of projected pupil numbers. He/she will also have an oversight of the School Meals Service, Attendance Section, Educational Social Work Section, Child Guidance Service and the transport of pupils within the Division. The Education Department is currently undergoing a Management Services Review which could result in changes in the duties and responsibilities attached to this post.

All members of the Directorate are members of the Management Team of the Regional Education Department and as such the successful candidate will, from time to time, be allocated duties of a Regional character by the Director of Education.

Applicants must have teaching experience, preferably in a promoted post and administrative experience would be an added advantage. Possession of a current driving licence is also essential and applicants should be car owners.

A complete employment package containing an application form, information on the appointment, details of the Council's Removal/Relocation Scheme and information about Tayside Region in general is available on request from the Director of Manpower Services, 93 Commercial Street, Dundee (telephone Dundee 23981, extension 388). Please quote reference number given above.

Closing date for receipt of applications is 9th June 1983. Candidates of either sex may apply.

GRAMPIAN REGIONAL COUNCIL

ASSISTANT DIRECTOR OF EDUCATION

Ref: 330/83 TES

Applicants should have suitable teaching and/or educational administration experience. Based in the Regional Education Office at Woodhill House, Aberdeen, and responsible to the appropriate Deputy. Salary scale £14,412 to £16,435.

Application forms (2 copies) and further details from Director of Manpower Services, Woodhill House, Aberdeen A9 2LU. Closing date for applications 24 June.

ST. FRANCIS COLLEGE

LEITCHWORTH

HERTS.

Independent Boarding and Day College for Girls

HEADSHIP

The Governors invite applications from suitably qualified and experienced teachers for the post of Head following the early retirement of the present Head.

This is a rare opportunity for an energetic and enthusiastic person who has the vision to expand public school and outside activities. The College is seeking public school and outside activities. The College is seeking public school and outside activities. The College is seeking public school and outside activities.

Applications with CV to: The Board of Governors, St. Francis College Trust, Broadway, Leitchworth, Herts.

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COLLEGE OF HIGHER EDUCATION

SOUTHAMPTON

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION
The Avenue, Southampton
SO9 5HS
Tel: 07031 26731

LECTURER IN FINANCIAL MANAGEMENT
Applications are invited for a one year temporary appointment to the School of Education and Professional Studies. The successful candidate should have a minimum of five years management experience and a degree in Accounting. The salary will be £15,000 per annum plus benefits. Applications should be sent to the Principal, La Sainte Union College, The Avenue, Southampton SO9 5HS. Closing date: 15th June 1983.

Adult Education

LONDON
LAUNCHPAD LOOSE
ADULT LITERACY SCHEME
The scheme is a part of the Literacy Scheme, London
Tel: 01-586 9123

LECTURER IN FINANCIAL MANAGEMENT
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WESTERN DISTRICT

WORKERS' EDUCATIONAL ASSOCIATION

Western District Workers' Educational Association
This post is based in the West Dorset and South Somerset area of the District.

Other Appointments
WEST YORKSHIRE
HYSTLANOS SCHOOL
34 Treck Road, Settle WY17 1TE

TEACHER IN CHARGE
The post is a full-time position, requiring a minimum of 5 years experience in the teaching of English, Mathematics and Science. The successful candidate will be responsible for the overall management of the school and will be expected to lead the staff in the development of the school's educational programme. The salary will be £15,000 per annum plus benefits. Applications should be sent to the Principal, Hystlanos School, 34 Treck Road, Settle WY17 1TE. Closing date: 15th June 1983.

Community Homes and Associated Institutes

Other Appointments

WEST YORKSHIRE
HYSTLANOS SCHOOL
34 Treck Road, Settle WY17 1TE

TEACHER IN CHARGE
The post is a full-time position, requiring a minimum of 5 years experience in the teaching of English, Mathematics and Science. The successful candidate will be responsible for the overall management of the school and will be expected to lead the staff in the development of the school's educational programme. The salary will be £15,000 per annum plus benefits. Applications should be sent to the Principal, Hystlanos School, 34 Treck Road, Settle WY17 1TE. Closing date: 15th June 1983.

Occupational Therapy Aide (Part Time)

Holloway Prison, London N7.

The post is in a skills training unit, concerned with the needs of mentally or physically disabled women who require therapy before they can start to train for useful work. Therapy is through the use of Dance, Drama, Music, Crafts, Art and other Creative Activities and we are now looking for staff with experience in these skills, to assist the instructor in charge of the unit. Duties are mainly instructional, but also involve attending meetings and helping with general administration. The post is part-time, working 18 hours per week.

Applicants must have qualifications and skills in the subjects taught. Teaching experience with disabled people is not essential, but the ability to form good personal relationships is of the utmost importance. As a part-time Occupational Therapy Aide (C10 4) working 18 hours a week net, your salary will start from £3,708 per annum including allowances (pro-rata to full time salary scale). Annual leave allowance will be pro-rata to the full-time allowance.

For further information and an application form, please write to The Home Office (TMR2), FREEPOST, London SW1V 1YZ (no stamp required). Closing date for applications: 24/6/83.

H.M. Prison Service—A Service for Society

Beechwood Observation and Assessment Centre, 379-387, Woodborough Road, Nottingham.

Teacher

Scale 2 (+ Community Home Allowance)
The above post becomes vacant from 1st September, 1983 following the promotion of the present holder to that of Deputy Head Teacher in a Special School. We are urgently seeking a keen, flexible and enthusiastic teacher willing and able to take on a general teaching role but also to specialise in Woodwork and Light Crafts and take responsibility for small Woodwork Department.

The Education Unit at Beechwood consists, at present, of a Head of Education and five other teachers. The general teaching task is usually of a remedial and compensatory nature with a specific requirement to prepare Assessment Reports for either the Juvenile Courts or the Social Services Department.

We have an active policy of placing children back in mainstream education at the earliest opportunity and good liaison and relationships with all local schools are fostered and encouraged.

For an informal visit to the unit, please contact either the Superintendent, Mr. J. W. Fenwick or the Head of Education, Mr. M. G. Hayes on Nottingham 603208.

Application forms available (s.a.s.) from the Superintendent at the Centre.

Nottinghamshire County Council
County Hall West End
Nottingham NG1 1EP

Bulmershe College of Higher Education

Required for January 1984 (or earlier if possible)

LECTURER II/SENIOR LECTURER IN MATHEMATICS/MATHEMATICAL EDUCATION

(re-advertisement)

To join an active team of tutors who offer a wide range of courses in Initial and in-service teacher training. Applicants are sought from mathematics with broad interests in teacher education.

Recent school experience is essential for the post and experience of Primary schools would be an advantage. The successful applicant will have the opportunity to teach on a variety of courses.

Previous applications will be re-considered.

Further particulars and application forms may be obtained from the Deputy Principal, Bulmershe College of Higher Education, Woodlands Avenue, Earley, Reading RG6 1HY. Tel: 0734 663387, ext. 226.

Completed forms to be returned by 1st July, 1983.

Bulmershe County Council is an equal opportunity employer.

Youth and Community Service

BARNET BOROUGH OF

BARNET & ST. GEORGE'S

YOUTH FULL-TIME YOUTH LEADER/WORKER

For Selsley Youth and Community Centre, Selsley, near Chester.

Applications are invited from suitably qualified and experienced candidates.

The post is a full-time position and the salary is in accordance with the scales for Youth Leaders and Community Workers, £7,143 - £8,763 p.a.

Application forms and further details obtainable from the Director of Education, Barnet Borough Council, Barnet, Herts. SG5 1JH. Tel: 0442 5541. Closing date: 24th June 1983.

CLWD COUNTY COUNCIL

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OVERSEAS

CHRISTIAN TEACHERS
Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer. Salary: £10,000 p.a. (10888) 400000

CYPRUS

TEACH IN CYPRUS AND...
Many hundreds of teachers...
Good pay, no tax, employment...
For details of how to contact...
P.O. Box 3711, Nicosia, Cyprus. (03743) 400000

ISRAELI/WEST BANK
Staff required urgently for...
DRES (EFL) with previous...
£2000 to £2500 p.a. (10888) 400000

GERMANY
Possible partnership available...
subsidized. Work mainly with...
£61,243.430. (10888) 400000

ITALY
Nanny/English teacher, one...
£12,424.484. (11030) 400000

KUWAIT
Developing School requires...
teachers for English, Arabic...
£10,000 p.a. (10888) 400000

NORTH YEMEN
English Language School re-...
quires experienced primary...
£10,000 p.a. (10888) 400000

PARIS
BRITISH SCHOOL OF PARIS...
See main advert under inde-...
pendent schools, other sec-...
tary. (06710) 400000

PARIS
BRITISH SCHOOL OF PARIS...
See main advert under inde-...
pendent schools, other sec-...
tary. (06710) 400000

PORTUGAL
THE ASSOCIATION LUSO-...
BRITANICA DO PORTO...
Requires EFL teachers, pre-...
fably qualified with experi-...
ence of EFL & CPE teaching...
£10,000 p.a. (10888) 400000

SOUTH AMERICA
BRITISH AMERICAN...
Schools, Colombia, Brazil...
Requires EFL teachers, pre-...
fably qualified with experi-...
ence of EFL & CPE teaching...
£10,000 p.a. (10888) 400000

SICILY
Catalan, Sicily, language...
teaching, knowledge of...
Italian/French preferred. 40...
thousand p.a. (10888) 400000

SPAIN
English Language teacher re-...
quired for a large school in...
Madrid. Salary £10,000 p.a. (10888) 400000

ABU DHABI
AL KHUAFAT JUNIOR...
School. Required for September...
for a large Junior School in...
Abu Dhabi. Salary £10,000 p.a. (10888) 400000

WEST BANK/ISRAEL
HEBRON UNIVERSITY...
Requires EFL teachers, pre-...
fably qualified with experi-...
ence of EFL & CPE teaching...
£10,000 p.a. (10888) 400000

WILTSHIRE
Teachers of 'O' level...
Science and English for...
the year 1984. Salary £10,000 p.a. (10888) 400000

ZIMBABWE
PETERHOUSE, MARONDA...
Requires EFL teachers, pre-...
fably qualified with experi-...
ence of EFL & CPE teaching...
£10,000 p.a. (10888) 400000

ADMINISTRATION LEA
Required for September if possible

WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

COMPUTER OFFICER
(Salary £10,071 - £12,174)
(Re-Advertisement of Increased Salary)

Applications are invited for the post of COMPUTER OFFICER for the Computer Section of the Welsh Joint Education Committee. The Committee uses an ICL ME22 running an on-line examination system and the person appointed will be responsible for managing, maintaining and enhancing the system.

The salary will be in the range of PO1/2 - PO1/3 (£10,071 - £12,174) and the starting salary will depend upon experience. Applicants should preferably be graduates with experience in the following areas: recent systems analysis, programming in COBOL and working on an ICL ME22.

Further details and application forms to be returned by 30 June 1983 may be obtained from the Secretary, Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX.

EDUCATION DEPARTMENT
CAREERS OFFICER
GRADE AP 2/4 (Post E45)
SALARY: £5,949-£8,142 p.a. inc. with bar point at 10,438 p.a. inc.

Applications are invited for suitable qualified and experienced people for the post of Career Officer. Officers of the Newham Service work a planned week and are expected to be equally adept in advising employers, counselling and advising young people in schools, colleges and the workplace, and in helping the young unemployed. Candidates are expected to be qualified and will be paid at the appropriate point on the salary scale.

Further details and application forms from Director of Education, 379-383 High Street, Stratford E15 1EL. Tel: 01-534 4645, Ext. 5785. Closing date 24th June 1983.

LONDON BOROUGH OF NEWHAM

ADMINISTRATION LEA
Required for September if possible

WELSH JOINT EDUCATION COMMITTEE
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WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

COMPUTER OFFICER
(Salary £10,071 - £12,174)
(Re-Advertisement of Increased Salary)

Applications are invited for the post of COMPUTER OFFICER for the Computer Section of the Welsh Joint Education Committee. The Committee uses an ICL ME22 running an on-line examination system and the person appointed will be responsible for managing, maintaining and enhancing the system.

The salary will be in the range of PO1/2 - PO1/3 (£10,071 - £12,174) and the starting salary will depend upon experience. Applicants should preferably be graduates with experience in the following areas: recent systems analysis, programming in COBOL and working on an ICL ME22.

Further details and application forms to be returned by 30 June 1983 may be obtained from the Secretary, Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX.

EDUCATION DEPARTMENT
CAREERS OFFICER
GRADE AP 2/4 (Post E45)
SALARY: £5,949-£8,142 p.a. inc. with bar point at 10,438 p.a. inc.

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Further details and application forms from Director of Education, 379-383 High Street, Stratford E15 1EL. Tel: 01-534 4645, Ext. 5785. Closing date 24th June 1983.

LONDON BOROUGH OF NEWHAM

ADMINISTRATION LEA
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Teacher - Scale 4 plus London Weighting - to assist with Computer Development

Applicants should have successful teaching experience and be suitably qualified. You will assist with the development of micro-electronics generally, and in particular the application of micro-computers in education at primary and secondary stages.

Application forms and further details available on receipt of a.s. from Chief Education Officer, Municipal Offices, High Road, Leyton E15 5GJ. Closing date: 24th June, 1983. Ref. No: 211.



EDUCATION DEPARTMENT

Temporary Careers Officer

£5,949-£8,142 pa inclusive

A qualified and experienced Careers Officer is required for this vacancy which has arisen due to the maternity leave of a member of staff.

Duties of the post at the Careers Office in Twickenham, include the full range of careers guidance duties with pupils in comprehensive schools, industrial liaison and work with the unemployed.

Forms and further details from: Non-Teaching Personnel Section, Regal House, London Road, Twickenham (Tel: 01-891 1435, Ext. 280) returnable by 22nd June, 1983.

London Borough of RICHMOND UPON THAMES

Posts overseas

Algeria

Teachers of English as a Foreign Language The British Council, Algiers

Duties: to teach general English from Beginner level to post FCE and to assist with enrolment, registration, materials preparation, testing and student assessment. Qualifications: a degree, preferably in English or a foreign language, full RSA TEFL or PGCE TEFL, a minimum of two years experience in teaching EFL to adults, reasonable spoken French. Single candidates and married couples without children are eligible. Preferred age range 25-35.

Salary: £200 - £400 DA per month. Medical treatment, free furnished accommodation, 10 weeks leave, free medical treatment. Contract: One year renewable commencing 1 September 1983. References: 830 103-1087.

German Democratic Republic

Lecturer in English Humboldt University, East Berlin

Duties: to teach English and phonetics at the English/American Department (Language Study Section). Qualifications: Candidates, preferably single, should be British Nationals with a degree in Linguistics or related field, and several years relevant teaching experience. Research degree and experience in Phonetics highly desirable. Salary: Local salary appropriate to qualifications and experience plus sterling subsidy £2,327 per annum paid in Britain. Benefits: Airfare, subsidised accommodation, medical cover. Contract: 1 year renewable commencing September 1983. References: 83 5477.

Greece

Assistant Director of Studies The British Council, Salonica

Duties: to teach English to Greek and British teachers of EFL, liaison for Cambridge examinations and internal examinations, to advise on textbooks, equipment, curriculum and teaching methods, up to 16 hours per week normal teaching duties. Qualifications: a degree, RSA TEFL or PGCE TEFL, MA in Applied Linguistics, 5-10 years relevant experience, administrative experience preferably in a British Council direct teaching of English operation. Candidates should be 30-45, single or married without children. The Centre would not expect to employ the spouse of a married appointee as a teacher of EFL. Salary: Drachmes 724,276 - 1,181,364 per annum. Benefits: airfare and baggage, 30 days annual leave, plus 10 days for Christmas and Easter. Contract: 2 years renewable commencing 1 September 1983. References: 83 5477.

Indonesia

Assistant Director of Studies British Council English Language Centre, Jakarta

Duties: The Assistant Director of Studies will be responsible for the improvement and maintenance of the quality of the Centre's language courses through syllabus and materials development; the organisation of the language training of fellowships candidates on pre-departure courses before academic or occupational training overseas; the organisation of languages training courses in English for Special Groups and English for Special Purposes; supervision of the work of the Audio-Visual and Technical Unit; coordination and development of audio-visual materials; and the provision of advice and information on AV resources to professional ELT visitors to the Centre. The Assistant Director will also be required to assist with Teacher Training of the Centre's teachers and Indonesian teachers of English at the tertiary level. Qualifications: Candidates should be graduates with a Dip TEFL/MA in Applied Linguistics, and at least 3 years TEFL/TESL teaching experience overseas which must include a minimum of one year's experience of ESP course design and syllabus production. Salary: £7,585 - £10,164 per annum. Benefits: Free furnished accommodation, fags, baggage allowance £700, car grant available. Contract: 2 years renewable commencing September 1983. References: 83 01177.

Morocco

Teachers of English as a Foreign Language The British Council, Rabat

Duties: to teach English to Mixed Groups and Special Groups from Beginner level to Upper-Intermediate level for up to 24 hours per week; to assist with examination administration and library or video or cassette work. Qualifications: a degree, preferably in English or modern languages, RSA TEFL or PGCE TEFL, two years experience. Candidates with an RSA preparatory certificate will be considered. French or Arabic desirable. Single candidates and married couples without children are eligible. Preferred age range 25-35. Salary: 6000 - 6750 dirhams per month. Benefits: airfare, baggage, contribution to medical insurance, 8 weeks leave. Contract: 12 years renewable commencing 1 September 1983. References: 83 0107-1107.

Romania

Lecturer in English University of Bucharest

Duties: to teach English as a Foreign Language to undergraduates and postgraduates level including conversation class and some applied linguistics methodology. Possibility assistance curriculum/methods/materials writing for in-service teacher training courses. Qualifications: Candidates, preferably single age 30-35, should be British nationals with a degree, a 1 year postgraduate qualification in TEFL and substantial overseas TEFL experience. An MA in Applied Linguistics and some teacher training experience desirable. Salary: Local salary minimum 400 Lei per month, sterling subsidy paid in Britain.

KELT Scheme

The KELT Scheme is part of Britain's old programme to developing countries overseas.

Maldives Islands

Benefits: Free accommodation; subsidised electricity and heating; superannuation contribution; medical schemes; fags and baggage allowance. Contract: 1 year renewable commencing September 1983. Closing date for Applications: 30 June 1983. References: 83 5337.

Oman

Chief Inspector of English Ministry of Education, Muscat

Duties: to advise the Ministry of Education on the teaching of English Language in Government schools; to coordinate the work of the English Language Teaching Unit, which will include distance teaching by television and radio and the production of examinations and supplementary teaching materials; evaluation of materials in use or being relied; to coordinate the training of teachers and the work of the English Language Inspectorate through the Oman Arabic Director and to co-operate with the Head of the ELT Unit in ensuring the English Language programme follows the Ministry's established policies; to train an Oman counterpart. Special Qualifications: Candidates, male only, must have 5 years relevant overseas experience which should include the Arab world; 10 years experience in TEFL with direct teaching and teacher training experience. A good working knowledge of Arabic both written and spoken and a driving licence are essential. References: 83 K 177.

Head of English Language Department Institute of Health Sciences, Muscat

Duties: to ensure the efficient running of the English Language Department; to identify language needs within the Institute of Health Sciences and to make appropriate recommendations; to design syllabuses and produce appropriate materials and resources for all Departments in consultation with Departmental Heads; to develop systems of language testing and evaluation for all courses; to teach or all levels up to maximum of 18 hours per week, with special reference to Curriculum Development research and evaluation of materials. Special Qualifications: Candidates, aged 30-45, must have 5 years relevant overseas experience; at least 3 years teaching experience in TEFL with ESP, course planning and teaching materials production essential. Some Arab World experience and knowledge of Arabic desirable. Salary: £10,526 - £14,683 per annum for both posts. Overseas Allowances: £444 - £5,883 for both posts, depending on salary and marital status. Reference: 83 K 257.

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